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ABSTRACT

The career education materials and concepts in this collection were developed or adapted from other sources by participants in a districtwide junior high career education project piloted in Kansas City, Missouri. Early portions define career education and suggest roles and functions for the collaborative efforts of all who are involved in the teaching/learning process. Sections are also devoted to career education goals and teaching points, evaluation, and teaching methods for both classroom activities and world-of-work exploration. There is a small section on identifying bias and stereotyping and a unit on life planning. The major portion of the guide consists of career education infusion strategies in three categories: (1) general, which covers sixty broad topics such as personal inventory, job interview, career plans, etc., (2) core subject, which offers sixty sets of materials and aids for teachers of social studies, English, science, math, and reading, and (3) other, which includes materials on individualized instruction units, vocal music, child care, etc. The infusion strategies sections include objectives, descriptions, and resource lists for each activity along with supplementary worksheets and exercises. Career education bulletin board ideas and sample applications are appended. (PV)

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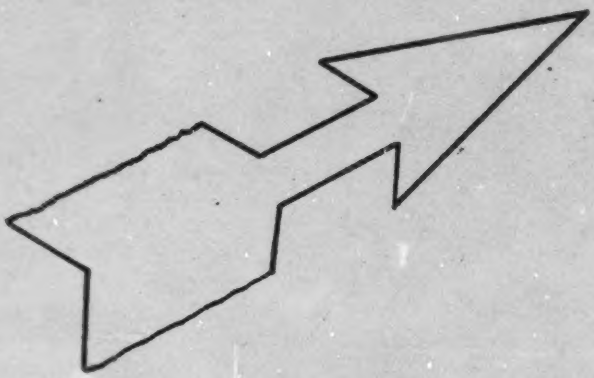
CAREERS — A DISTRICTWIDE, SCHOOL BASED APPROACH



Compiled by SARA WALKENSHAW
Project Coordinator

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T. GARDNER BOYD, Director

AUGUST, 1979

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

PROJECT TITLE:	Careers - A Districtwide, School Based Approach
PROJECT DIRECTOR:	T. Gardner Boyd
PROJECT COORDINATORS:	Clyde Bowen Jim Crain Sara Walkenshaw
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DURATION	Three years - September 1976 to June 1979

INTRODUCTION

The School District of Kansas City, Missouri piloted a districtwide junior high career education project from September of 1976 to June of 1979. "Careers-A Districtwide, School Based Approach" began at one school, Northeast Junior, and expanded to include ten district junior highs by the 1978-79 school year. The project funded one staff position which was shared by three individuals. The total amount of Part D federal funding for the three years was $90,000.

This document includes a collection of materials and concepts which have been developed by project participants and those adapted from other sources. Although developed specifically for junior high usage, much of the contents are applicable to all grade levels of instruction.

ACKNOWLEDGEMENTS

There are so many people who have contributed to the success of the project during the past three years that it would be impossible to acknowledge them individually. An attempt will be made, therefore, to recognize the effort of everyone according to their various roles. Those individuals who accepted certain responsibilities will be identified, but without any intended implication that their donations were more vital to the project than those of others whose names do not appear.

Special acknowledgement must be directed toward the students. They provided the motivation for initiating the project, and their response to the type of instruction and services provided through career education was the determining factor for the success or failure of the program. Their posititve reaction and resulting growth have made it all worthwhile.

Many of the teachers who were exposed to career education became carriers and created a minor epidemic in the District. The positive changes in teaching methods that frequently resulted from adopting career education concepts proved beneficial to teachers and students alike.

The administrators in each of the junior high schools provided the necessary cooperation and leadership for a successful implementation of the project. Many of them donated time and effort to become more knowledgeable about career education and to assist in planning and providing career education at the building level.

Administrators in the Central Office of the District, particularly those in the Department of Career and Continuing Education, are recognized for their assistance and cooperation. They helped immensely in developing a necessary liaison between the various segments of the project. The fact that they offered advice rather than attempting to dictate policy was greatly appreciated.

Members of the Board of Education are acknowledged for having the foresight to approve the original proposal for the project, and for approving various recommendations that were made during the three years of implementation. Some of the Board members have become actively involved in career education activities.

During an on-site visit to the Jefferson County, Kentucky schools, their career education staff shared their time, materials and concepts. They assisted greatly with the development of the project.

Several people deserve acknowledgement for accepting specific responsibilities that were a part of the project design. Those individuals are identified on the following pages according to the roles they assumed.

Clyde Bowen, Jim Crain
and Sara Walkenshaw

UNITED STATES OFFICE OF EDUCATION

Acknowledgement and appreciation for making the funds available to implement the project.

Dr. Kenneth Hoyt deserves special acknowledgement for inviting a representative from Kansas City to attend a mini-conference concerning implementation of career education that he conducted in Washington, D.C. His resulting interest, enthusiasm, and assistance regarding career education in Kansas City provided meaningful support.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Division of Career and Adult Education

It has been a genuine pleasure to have become acquained and worked with the people from this agency! The assistance, understanding and patience of the following individuals were necessary ingredients for a successful project.

Mr. Marion Starr -- especially appreciative for his approval and support of job-sharing in the coordination of the project.

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Ms. Carolyn Magnuson -- acknowledgement for her many talents and skills, and appreciation for her outstanding services as Project Consultant.

Ms. Suzanne Dunlap -- appreciation for her assistance and cooperation in providing inservice instruction.

CAREER EDUCATION

DISTRICTWIDE STEERING COMMITTEE

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Gerald Moeller	Assistant Superintendent
Joyce Stark	School Board Member
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James Boyd	Spec. I, School Operations
Conrad Minor	Spec. I, School Operations
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Donna Burch	Elementary Principal
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Sara Walkenshaw	Project Coordinator
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Barbara Ponder	Counselor
Wilma Taylor	Career Counselor/Facilitator
Nina Heflin	Teacher
Darryl Trantham	Teacher
Juanita Riggins	Teacher
Dorothy Newman	Teacher
Marilyn Miles	Teacher
Rex Morton	Teacher
Shirley Schaaf	Teacher
Norma Trantham	Teacher

EVALUATION

The University of Missouri-Kansas City, provided third party evaluation on a contract basis. Dr. B. E. Jesse, Professor of Education, assumed evaluation responsibilities.

CAREER EDUCATION BUILDING COORDINATORS

Career education in Kansas City has been advanced by the efforts of individual building coordinators at each of the junior high schools. Their commitment has been greatly responsible for the success with which career education has been implemented into each building's program. A special thank you to the following individuals for a job well done!

Marilyn Miles	Ashland
Darryl Trantham	Bingham
Barbara Ponder	Central
Rex Morton	Martin Luther King
Nina Heflin	Leeds/Dunbar
Juanita Riggins	Lincoln
Jim Crain	Northeast
Dorothy Newman	Nowlin
Norma Trantham	Southeast
Shirley Schaaf	Westport

EDITORS

The following people served as editors for sections of this document. They developed content and standardized format of materials which were contributed by district personnel. Their dedication to doing this job is appreciated.

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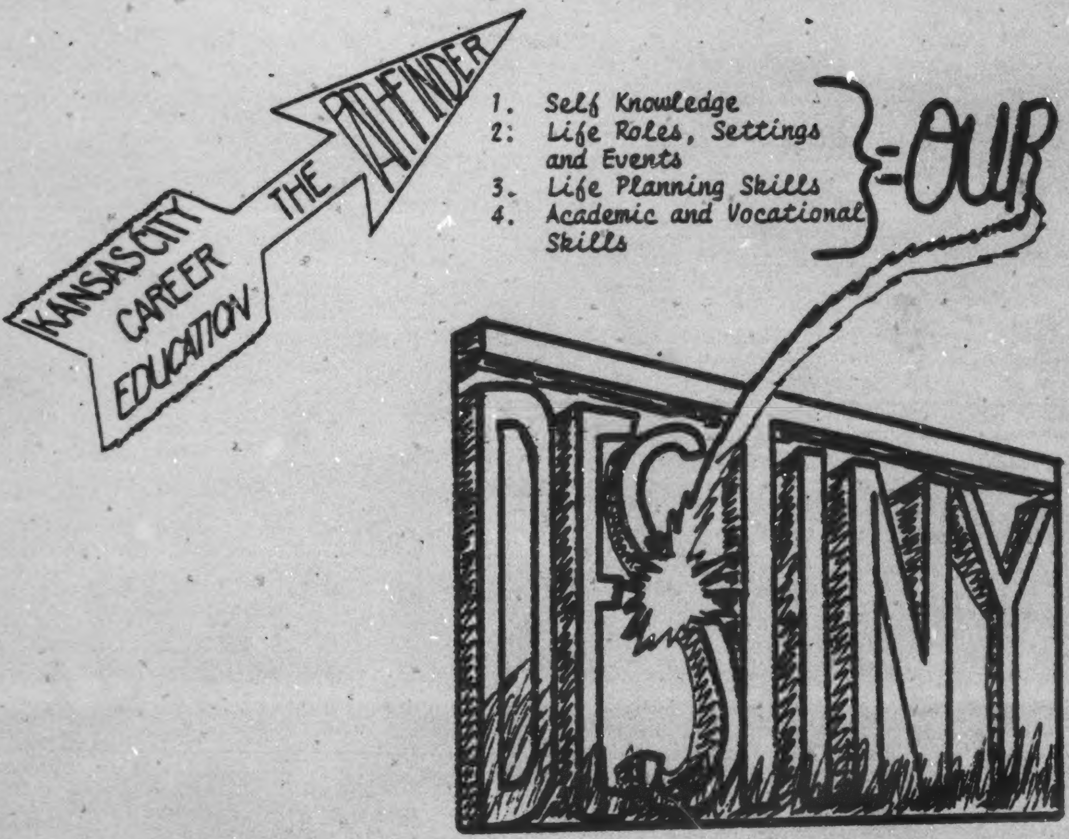
Career Education

EXPANDS WITHIN OUR DISTRICT


KANSAS CITY CAREER EDUCATION
THE PATHFINDER
=OUR
DESTINY

1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

Career Education
Expands within Our District

The Kansas City School District is moving as rapidly as funds permit toward a districtwide K-12 career education program. The following chart summarizes growth and expansion from the 1975-76 school year to the 1978-79 school year.

During the summer of 1979, the district Career Education Center, previously housed at Northeast Junior, moved to the former Norman School. This is viewed as a positive move because of increased space to allow for greater usage and expanded services. A description of the facility may be found on page 3 of this document.

DEVELOPMENT OF CAREER EDUCATION IN THE DISTRICT SINCE 1975

ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
1975-76	1975-76 Northeast (State Dept. Mini-Grant) Leeds-Dunbar (State Dept. Mini-Grant)	1975-76
1976-77 Kumpf (State Dept. Mini-Grant)	1976-77 Northeast (Part D Fed. Funds) Resource Center Districtwide (State Dept. Mini-Grant)	1976-77 Manual (State Dept. Mini-Grant)
1977-78	1977-78 Ashland Bingham Leeds-Dunbar Lincoln Northeast Nowlin Southeast (Part D Fed. Funds) Ashland Leeds-Dunbar Nowlin (Local Business Options Funds)	1977-78 Central East Southeast Westport (Local Business Options Funds)
1978-79 Kumpf Richardson (Junior League Funding) Bancroft Blenheim Chick Franklin Graceland Holmes Knotts Kumpf Ladd Mann Pershing Pinkerton Richardson Weeks Willard (E.S.A.A. Pilot Funding)	1978-79 Ashland Bingham Central King Leeds- Dunbar Lincoln Northeast Nowlin Southeast Westport (Part D Fed. Funds) Ashland Leeds-Dunbar Nowlin (District Options Funds) Central King Southeast (E.S.A.A. Pilot Funding)	1978-79 Central East Southeast West Westport (District Options Funds) Central Paseo Southeast (E.S.A.A. Pilot Funding) East Westport (State Dept. Mini-Grant) East (Local Effort Program) West E.B.C.E. Block (E.S.A.A. Funds)

CAREER EDUCATION CENTER

Location: Norman Center
3514 Jefferson
Kansas City, Mo. 64111

Facilities and Services Provided:

E.S.A.A. Pilot Project (office room 108) -- Assist with the implementation of career education in all schools (grade K-12) located in the Central, Paseo and Southeast attendance areas plus Attucks, Linwood and Wheatley elementary schools. The project will be providing 30 hours of career education inservice training for 300 participants during the 1979-80 school year.

Inservice Assistance -- An Inservice Catalog containing dates for and descriptions of the various training sessions will be distributed to all schools where career education programs are in operation so that staff members from those buildings may be able to participate according to individual needs. The three Staff Development Coordinators may be helpful in offering suggestions to other buildings in planning career education inservice.

Career Resource Center (room 208) -- Contains instructional units, films, books, posters, learning centers, etc. which may be borrowed for a two week period. There is equipment available for previewing visuals at the Center. The resource materials have been carefully selected to provide coverage of all grade levels (K-12) and subject areas, including special education.

Career Education Production Center (room 206) -- A facility which houses supplies and equipment useful in producing quality instructional materials. Promotes the concepts of sharing ideas and eliminating duplication of effort among educators.

Career Education Center

Please visit the Norman Center at your convenience and make it your Center. You may call the Center at 753-7504 to inquire about the hours.

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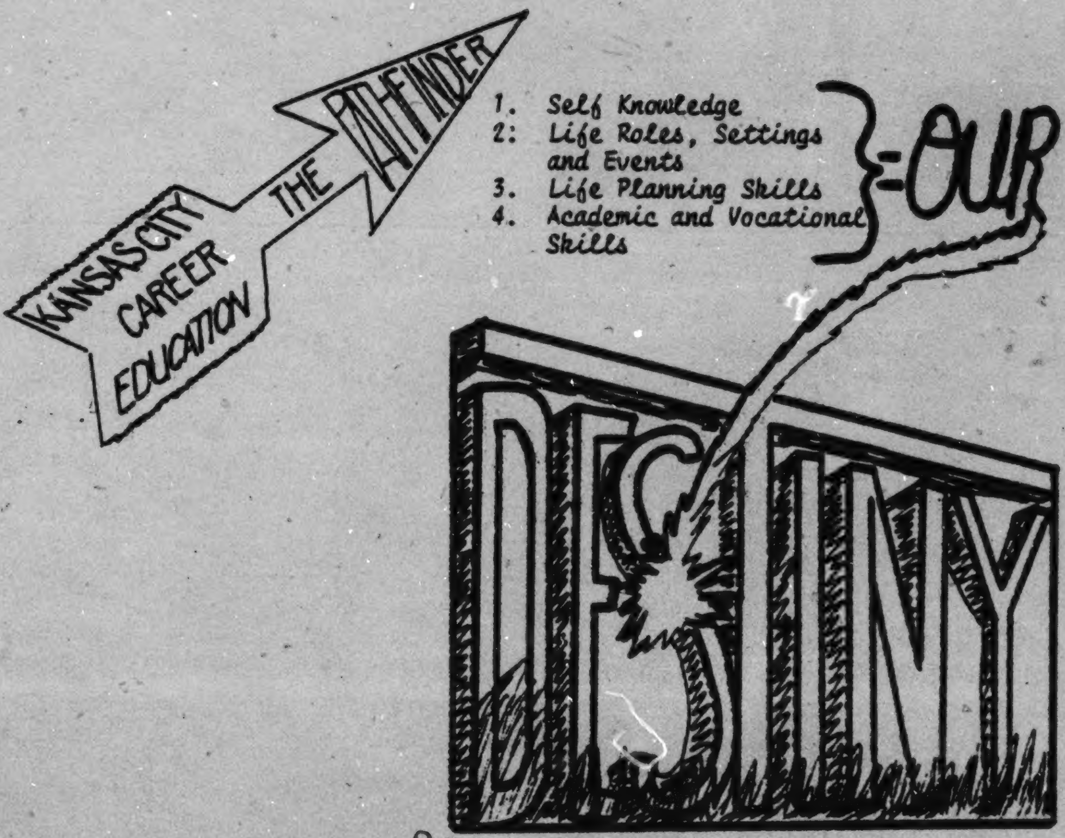
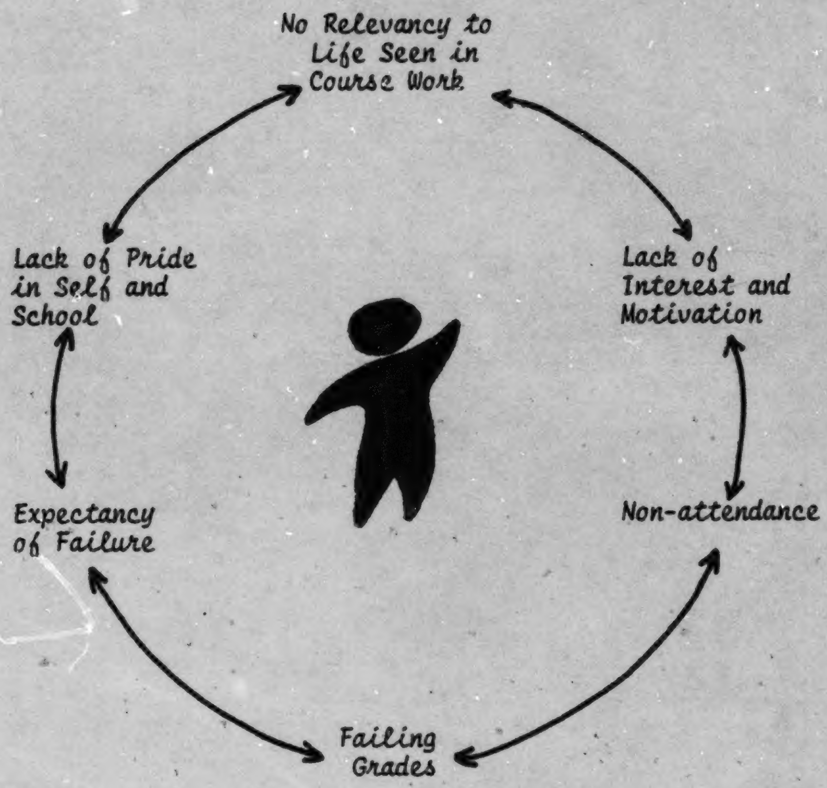
Career Education

DEFINED--DEFINED--DEFINED


KANSAS CITY
CAREER
EDUCATION
THE
PATHFINDER
=OUR
DESTINY

1. *Self Knowledge*
2: *Life Roles, Settings and Events*
3. *Life Planning Skills*
4. *Academic and Vocational Skills*

VICIOUS CIRCLE


No Relevancy to Life Seen in Course Work
Lack of Interest and Motivation
Non-attendance
Failing Grades
Expectancy of Failure
Lack of Pride in Self and School

In an effort to break the above illustrated circular chain of events, the relevancy of course work to life is to be clarified through career education.

CAREER EDUCATION IS EDUCATION FOR LIFE THROUGH

ACADEMIC & VOCATIONAL SKILLS	SELF KNOWLEDGE	LIFE-PLANNING SKILLS	KNOWLEDGE OF LIFE ROLES, SETTINGS & EVENTS
ALL SUBJECT AREAS	ABILITIES	DECISION MAKING	FAMILY MEMBER
RELEVANCY OF EDUCATION	INTERESTS	VALUES CLARIFICATION	CITIZEN
DYNAMICS OF THE WORLD OF WORK	VALUES	GATHERING AND USING INFO.	WORKER
WORK VALUES (PROMPTNESS, DEPENDIBILITY, HONESTY)	PHYSICAL TRAITS		STUDENT
JOB INFORMATION	INTERPERSONAL RELATIONSHIPS		LEISURE PARTICIPANT
OCCUPATIONAL PREPARATION			EFFECT OF CHANGE
			EFFECT OF STEREOTYPING
ETC.	ETC.	ETC.	ETC.

DEFINITIONS --

* CAREER: general course of action or progress of a person through life; life-path.

** CAREER EDUCATION: education for life. An educational concept--not a separate course; not another name for vocational education; not anti-college or pro-trade; and not another way of locking an individual into particular occupational groups--which bridges the gap between school and work; education and employment; child and adult, and includes Vocational Education, College Prepartory, Guidance and Counseling, Basic Skills, and Morals and Values.

---

* Webster's New Collegiate Dictionary
** Missouri State Department of Career Education Publication

CAREER EDUCATION

IS

a complete educational process.

a way of teaching.

not entirely new.

a re-focus on processess to deliver content learning and a centering on people and their lives.

probably now being included to some extent by all teachers. The goal is to expand upon what is already being done--going from what is to what can be.

education for life through the inclusion of instruction toward developing academic and vocational skills, self-knowledge, life planning skills and an understanding of life-roles, settings and events.

for every student.

FUN!

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KANSAS CITY CAREER EDUCATION embraces the guidelines of the **MISSOURI CAREER EDUCATION DELIVERY SYSTEM**. It is an organized and cooperative approach to education -- stressing the importance of working together and sharing ideas.

THE ORGANIZATION INCLUDES

1. Goals Within Four Broad Learning Areas

2. General Objectives

3. Criterion or Specific Objectives

4. Infusion Strategies or Lesson Plans

CAREER EDUCATION LEARNING AREAS AND GOALS

Learning Area 1.0 SELF KNOWLEDGE

Goal 1.1 The students will be able to develop friendships.

Goal 1.2 The students will identify how their personal characteristics affect their relationships with others.

Goal 1.3 The students will be able to communicate openly with others.

Goal 1.4 The students will know the necessity of being able to function in a variety of situations.

Learning Area 2.0 LIFE ROLES, SETTINGS AND EVENTS

Goal 2.1 Students will relate occupations to the needs and functions of society.

Goal 2.2 Students will know the interrelationship of their role as workers, family members and citizens.

Goal 2.3 Students will be able to identify the function of leisure time in their lives.

Goal 2.4 Students will know the characteristics of various occupations.

Learning Area 3.0 LIFE PLANNING

Goal 3.1 Students will be able to make effective decisions.

Goal 3.2 Students will relate present planning to future outcomes.

Goal 3.3 Students will recognize the need for flexibility in planning.

Goal 3.4 Students will assume the responsibility for their planning.

Learning Area 4.0 ACADEMIC AND VOCATIONAL

Goal 4.1 Students will be able to function to their capacities in their school subjects.

Goal 4.2 Students will be able to apply basic academic skills to daily living tasks.

Goal 4.3 Students will know the prerequistes of a variety of occupations.

Goal 4.4 Students will demonstrate an ability in pre-employment skills.

PROGRAM OBJECTIVES

Obj. 1. Teachers and staff will gain a working knowledge of Career Education.

Obj. 2. Teachers and staff will include career education concepts in their classroom and non-classroom contacts with students.

Obj. 3. Teachers and staff will contribute to the selection and distribution of materials to be included in the Career Resource Center.

Obj. 4. Students will become aware of the factors which influence decisions, job success, personal satisfaction, attitudes, appearance and performance.

Obj. 5. Students will recognize personal interests, values, aptitudes, abilities, and physical characteristics as they relate to occupational decisions.

Obj. 6. Students will become aware of the broad scope of occupational and educational opportunities.

Obj. 7. Students will understand the importance of the worthy use of leisure time.

Obj. 8. Students will realize that certain skills and knowledge are common to all subjects and be able to recognize such skills and knowledge.

Obj. 9. Students will develop, with the help of a teacher and counselor, a written plan for further training and pursuit of information related to his or her personal interests, values, aptitudes and physical characteristics.

Obj. 10. Students will accept responsibility for planning and participating in school and community activities.

CRITERION OR SPECIFIC OBJECTIVES

These Are More Detailed Objectives and Include The Following:

A. Actors

B. Behavior

C. Conditions (specific)

D. Degree of Success

OR, STATED DIFFERENTLY

A. A Specific Result

B. In Measurable Terms

C. When Will The Result Occur?

OR STILL ANOTHER

A. Who

B. What

C. How

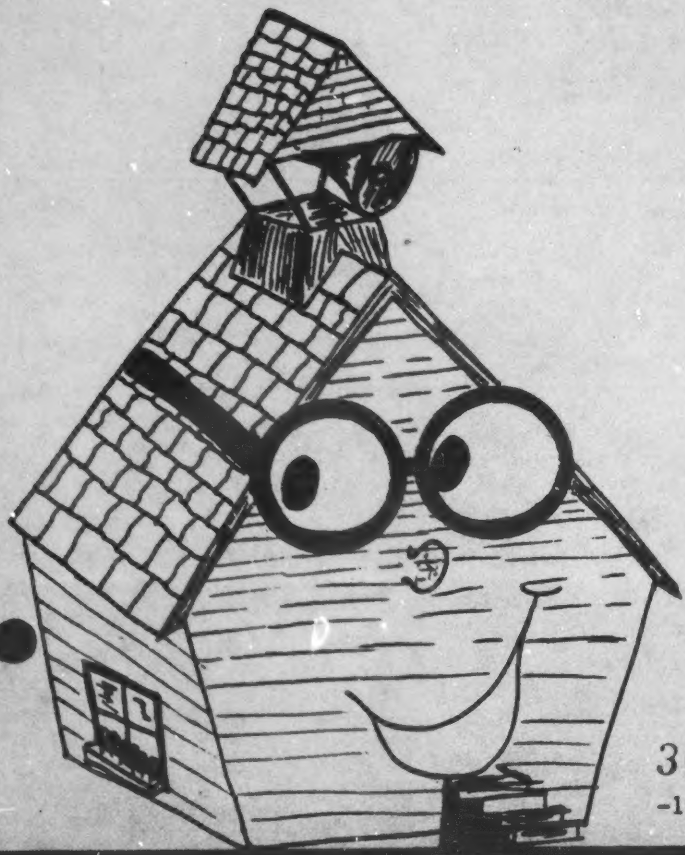
D. When

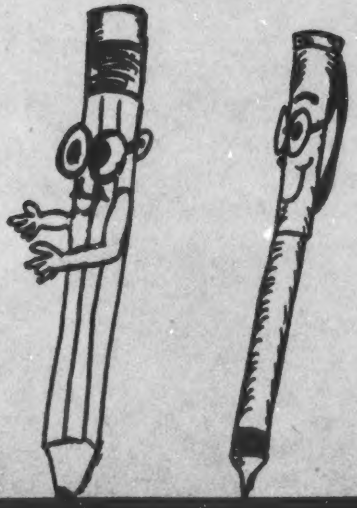
OBJECTIVES

INFUSION STRATEGIES

(Or Lesson Plans)

Include activities (things to do) and processes (ways to do activities).





ACTIVITIES

Four Ways To Develop

Ideas Organized Around Broad Learning Areas

(academic & vocational skills; self knowledge; life planning skills; & roles, settings and events)

Ideas Related To Subject Matter
(science; business; math; etc.)

Ideas Organized Around A Separate Activity
(project; puzzle; field trip; etc.)

Ideas Developed Around An Organizing Center
(restaurant; hotel; machine shop; foundry; etc.)

PROCESSES

1. Bulletin Boards/Interest Centers
2. Role Playing and Simulation (Hands On)
3. Discussion Groups (large and/or small)
4. Interviewing (Listening/Speaking skills)
   (Research/Thank You notes)
5. Audio-Visual
6. Research
7. Field Trips
8. Worksheets
9. Games
10. Student-planned presentations
11. Brainstorming and Concensus formation
12. Classroom atmosphere conducive to learning and development of positive self-image
13. Values Clarification

CAREER EDUCATION TERMS

Career Development: lifelong process that involves a series of experiences, decisions, and interactions with one's career growth or changes.

Career Education: a comprehensive curriculum - related effort that melds diverse materials and teaching strategies into a sequential program K-12. Academic, vocational, and general curricula are blended to produce interrelated learning activities for all youth.

Career Awareness: a knowledge of occupations as they relate to the behavior, education and training, growth, rewards, and lifestyles of persons in specific occupations and occupational clusters.

Career: a purposeful life pattern or style. A sequence of choices that form a pattern throughout one's life and that represent aspects of the self concept.

Affect: those elements of personality that make up the emotional or feeling aspects of human behavior.

Affective Education: a planned educational program to help students deal with interests, values, and opinions.

Occupational Information: materials that describe or explain job requirements, wages, working conditions, trends and outlook, and lifestyle.

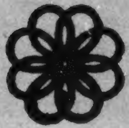
Career Identity: the relationship of individual needs to a selected job or career that helps one participate successfully in various life roles.

Career Preparation: the acquistion of skills, attitudes, and values to enter the world of work, including both in-school and out-of-school experiences.

Cluster Concept: a procedure for defining the world of work in terms of interrelated job families, job skills, job attitudes, and training similarities.

Economic Awareness: a knowledge of the production, distribution, and consumption of consumer goods and their implications for career development.

Decision-Making Skills: the aptitudes for problem solving and thinking processes necessary to understanding and participating in the social, economic, and political institutions of society.



CAREER EDUCATION TERMS

Events: the things that happen to each person throughout his or her life. They may be expected or unexpected, joyful or sorrowful. Events have an effect on the person's life as well as the lives of those close to him or her.

Infusion Strategy: a series of teaching-learning activities designed to make Career Education part of the total curriculum.

Interpersonal Skills: those personal skills that help the person get along with others.

Lifestyle: the variables associated with a particular life career that expose the worker to a generally consistent set of values, attitudes, and living patterns. The interrelationship of all aspects of one's life.

Occupation: a general pattern of work activity with consistency and similarity. "Teacher" is an occupation while "2nd grade teacher" is a specific job within that occupation.

Roles: the varied "parts" each person plays throughout his or her life. Each person is a worker, a family member, a citizen, a leisure participant. Each role has a different set of behaviors that accompany it. They combine to answer the question "Who am I?"

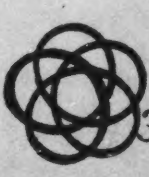
Self Concept: the perceptions one has regarding his or her success or skill in social, cognitive, or psychomotor tasks.

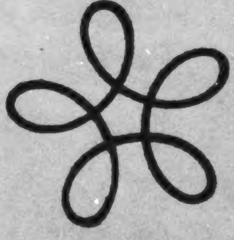
Self-in-work: the perceptions that one has about work activities, either real or simulated, as one participates in them, specifically, one's awareness of how well one is performing in-school or out-of-school tasks.

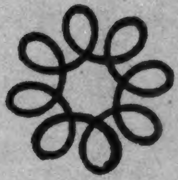
Self-Understanding: a person's knowledge of himself or herself in terms of personal characteristics and perceptions in relationship to others and the environment.

Settings: the many places each person functions, such as home, school, work, community. Each places different demands on the individual.

Simulation: a learning activity that attempts to replicate the real world in a classroom situation for practice of decision-making or problem-solving skills.





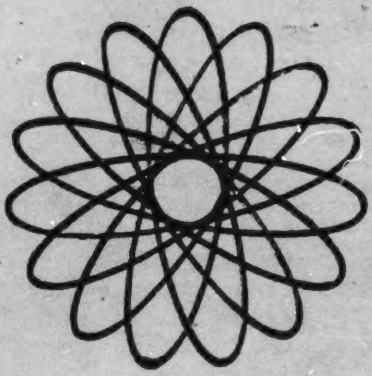


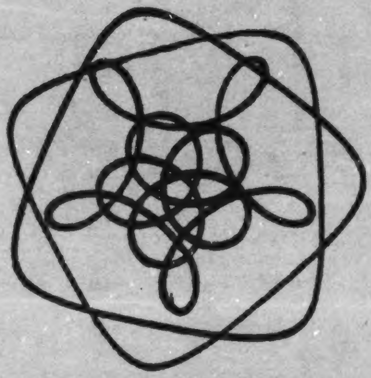
CAREER EDUCATION TERMS

Work: conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

World of Work: the multitude of occupations that make up the labor force of a society.

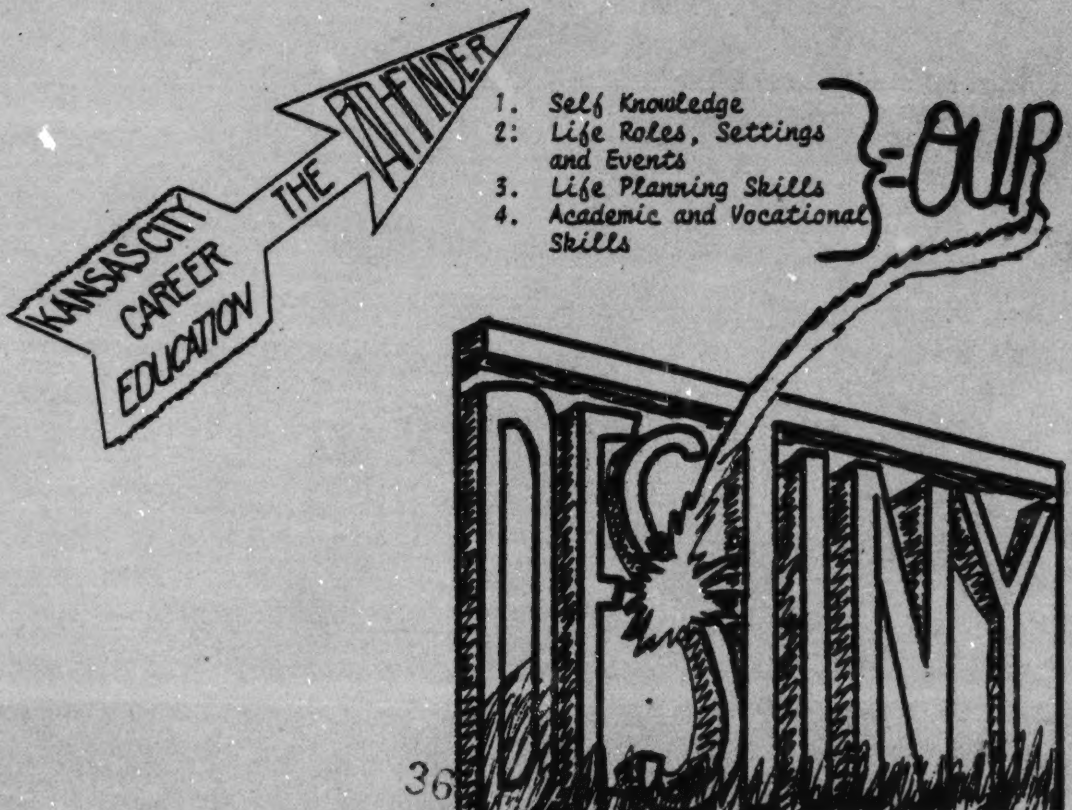
**Taken from the Missouri Career Education Delivery System Handbook by Marion Starr, Carolyn Magnuson, Dr. Thomas Arni and William Sparks.





Career Education

A COLLABRATIVE EFFORT


KANSAS CITY CAREER EDUCATION
THE PATHFINDER
=OUR
DESTINY

1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

ROLES AND FUNCTIONS OF SCHOOL AND COMMUNITY GROUPS

Kansas City Career Education is a collabrative effort among all who are involved in the teaching/learning process. Being such, it is important that each segment of the school and community population assume responsibility for the successful operation of a comprehensive career education program.

In "*A Primer For Career Education*"* Dr. Kenneth B. Hoyt describes roles and functions that various groups should perform. Dr. Hoyt includes the following in his descriptions of roles and functions necessary for a comprehensive career education program within a community.

A. Classroom teacher
  1. Seeks to improve academic achievement through using a "careers emphasis" as a *vehicle*, to:
    a. Introduce a sense of purposefulness and meaningfulness into the teaching/learning process for both student and teacher through emphasizing that one of the reasons for learning the subject matter is that people use it in their work.
    b. Uses a positive approach with students through rewarding students for what they have accomplished rather than emphasizing what they failed to accomplish, how much more they have to accomplish, or how many other students accomplished more. The basic idea is that, if we want students to strive harder to accomplish more, we can best do so by rewarding and recognizing the accomplishments they have already made--i.e., the *work* they have done.
    c. Introduces variety into the teaching/learning process through utilizing the personnel and physical resources of the broader community as *vehicles* for improving student achievement--for emphasizing that students can learn in more ways than simply through reading, in more places than the classroom, and from more persons than certified classroom teachers.
  2. Consciously and conscientiously provides rewards to students who exhibit and practice such basic good work habits as: (a) coming to work(to school) on time; (b) completing assignments that are begun; (c) doing the best that they can; and (d) cooperating with one's fellow workers (students).
  3. Combining a cognitive and experiential approach in the teaching/learning process through emphasizing the dual desirability of "doing to learn" and "learning to do."

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*Hoyt, Kenneth B. *A Primer for Career Education*. Monographs on Career Education. Washington, D. C.: U. S. Office of Education. N.D.

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4. Helping students acquire decision-making skills through using a project activity-oriented approach, when appropriate, in the teaching/learning process that allows students to actually *engage* in the decision-making process.
5. Systematically attempting to reduce biases students may have with respect to race, sex, or handicapping conditions in ways that will maximize freedom of choice for all persons.
6. Helping students discover ways in which the subject matter being learned can be valuable to students in productive use of leisure time.
7. Helping students discover and develop a personally meaningful set of work values through allowing them to observe, study, and discuss work values present among persons employed in various occupations.
8. Helping students become aware of and understand the basic nature of a variety of occupations while simultaneously helping students understand the educational requirements essential for success in them.
9. Helping students become more knowledgeable regarding the free enterprise system--including understandings of both economic education and of organized labor.
10. Helping students think about and consider possible career choices that may be possible for them and important to them.

It is vitally important to note that *all* ten of these teacher activities can, and should be, related to the goal of improving academic achievement in the classroom. The first four are simply matters of teaching methodology, each of which is borrowed from common basic approaches to improving industrial productivity. The assumption is that, if practiced in the classroom, they will also increase educational productivity--i.e., academic achievement. The remaining six teacher activities obviously involve the addition of new cognitive content over and beyond that typically associated with the subject matter. If that new cognitive content is taught separately and apart from the subject matter, it must necessarily take time away from teaching the subject matter and so run the risk of reducing, rather than increasing, academic achievement. If, on the other hand, this new cognitive content is threaded into the subject matter, it can be used as a motivational bridge that will increase student interest in learning the subject matter itself. The teacher's *primary goal* remains one of helping students learn more of the subject matter with the secondary goal being one of helping students acquire this additional cognitive content as a *vehicle* for helping them see a personalized, long-term relevance of the subject matter and thus increase their motivation for learning. This is the basic principle of "infusion".

ROLES AND FUNCTIONS OF SCHOOL AND COMMUNITY GROUPS

B. School counselor
  1. Helping members of the teaching faculty understand and utilize the career development process as a basis for infusing career education concepts and content into the teaching/learning process.
  2. Developing and utilizing experiential education methods and procedures for use in helping students develop increased self awareness, self understanding, and understanding of educational/occupational opportunities.
  3. Coordinating career education activities, at the building level, in a scope and sequence pattern consistent with the basic principles of career development.
  4. Developing and maintaining operational contacts with members of the business/labor/industrial/professional community in terms of serving as resources for career education at the building level.
  5. Helping members of the teaching faculty and parents with problems they face in providing career guidance to students.
  6. Providing professional career guidance and counseling to students both individually and in small group work.
  7. Assisting students in the placement process, including both job placement and placement in postsecondary educational institutions.
  8. Developing and promoting a variety of educational and community actions and efforts aimed at reducing race, sex, and physical/mental handicapping conditions as deterrents to full freedom of educational and occupational choice for all persons.

C. School administrators
  1. Providing the professional leadership and administrative support to foster career education.
  2. Providing time for inservice.
  3. Providing personnel for coordination

D. School Board

Establishing policy endorsing career education as a vehicle for refocusing the educational system.

E. Parents
  1. Helping their children understand both the nature and the positive social significance of the work done by parents (including both paid and unpaid work).
  2. Providing opportunities, with the home/family structure, for their children to experience work--as a family member--in ways that both help the child understand his/her own worth and his/her own contributions to the well-being of the family as a social unit.

3. Helping their children find and engage in career awareness and career exploration experiences as part of family activities.
4. Helping their children think about and discuss career decisions—including decisions regarding both educational and occupational choices.
5. Helping their children understand and appreciate the career implications of the subject matter represented by homework they have been assigned.
6. Helping their children discover and utilize ways of making productive use of leisure time.
7. Helping their children think about and reflect on work values as part of their total system of personal values.
8. Helping their children develop attitudes devoid of bias with respect to race, sex, or physical/mental handicaps as deterrants to full freedom of educational and occupational choice for all persons.

F. Persons From Business, Labor, Industry, The Professions and Government

1. Serving as resource persons in classrooms to help teachers and students understand the career implications of subject matter.
2. Providing on-site locations for field trips and observations of workers.
3. Serving as members of a "community advisory board" for career education.
4. Serve as resource persons to help students and teachers understand the basic nature and operations of the free enterprise system.
5. Providing resources for work experience opportunities for students.
6. Serving as active participants in the education system's placement efforts.

G. Community Organizations

1. Studying and making provisions for involvement and participation of maximum numbers of school age youth in their organizational activities.
2. Studying and making provisions for ways in which their activities and programmatic efforts can be fitted into the total career education effort—rather than operating independent of or in competition with that effort.
3. Studying and making provisions for ways in which the total resources of the community may be utilized and shared by all such organizations in ways that provide maximum benefits for youth and efficient use of community resources.

4. Studying and making provisions for ways in which the efforts of each of these community organizations can be made a supplementary, rather than a competitive, resource for student use in career awareness and career exploration activities.
5. Serving as members of a "community career education advisory board".

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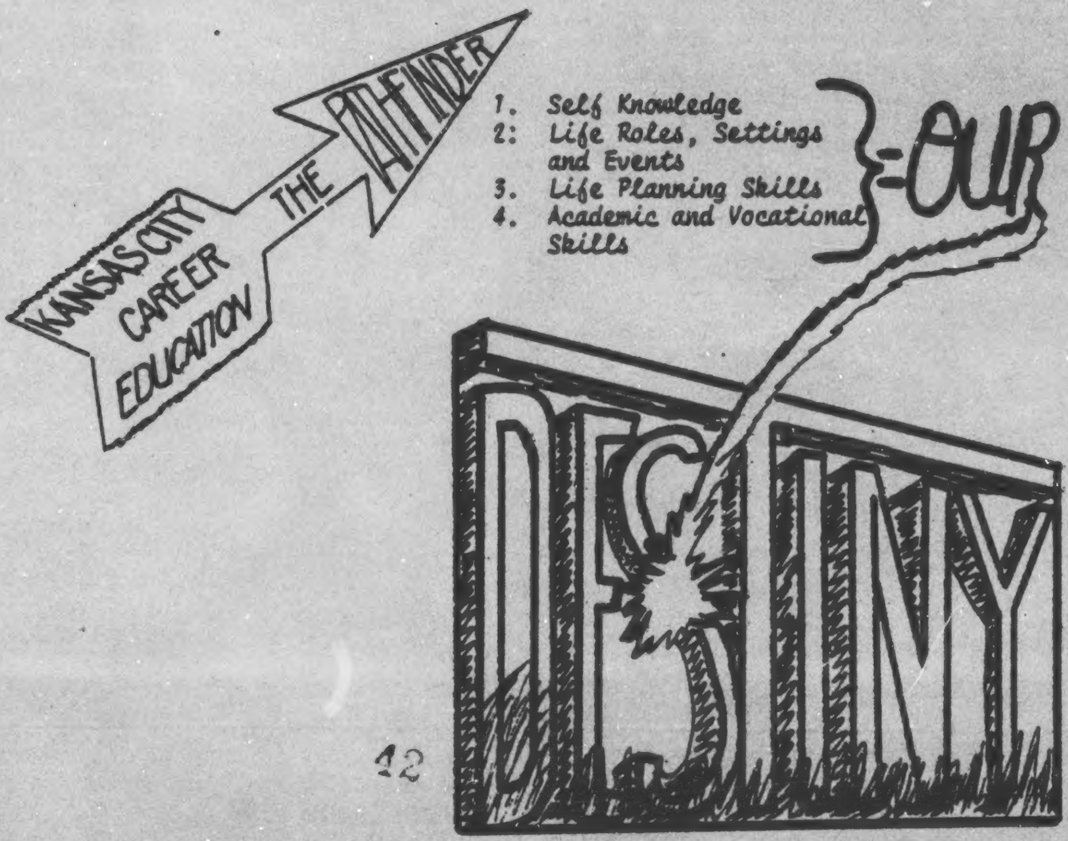
Career Education

INFUSION WITHOUT CONFUSION


KANSAS CITY CAREER EDUCATION
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1. Self Knowledge
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INFUSION PROCESS

It is necessary to examine the definition of career education adopted by the Districtwide Steering Committee for the Kansas City Schools before the infusion process can be understood. The word 'career' has a double meaning, and the fact that both meanings are integral parts of Career Education tends to create some confusion. A career may be one's job, occupation or profession; or it may be one's life-path. The total life-path is the large umbrella concern of career education for Kansas City students. Career Education may then be defined as follows:

> Education for life. An educational concept -- not a separate course; not another name for vocational education; not anti-college or pro-trade; and not another way of locking an individual into particular occupational groups. An educational concept which bridges the gap between school and work; education and employment; child and adult. It includes Basic Skills and Values, Vocational Education, College Preparatory, Guidance and Counseling.

Career education is best taught when infused or woven into the existing curriculum. This means that each teacher has KEY responsibilities for career education instruction. Beginning with the skills or concepts presently being taught, teachers can identify how that content relates to students' lives now or in the future. If instructional activities are planned that demonstrate that relationship, the content is made more meaningful and the career education objective can be reached.

Exactly, what is it that teachers are being asked to do? Basically, they are being asked to follow a planning process involving these steps:

1. Identify the instructional content from the existing curriculum to be taught.
   Example: Using the metric measurements

2. Identify how that content relates to students' or adults' work, leisure, family member or citizen roles.
   Example: Ask questions based on the goals of career education--
   - What workers use this skill or concept?
   - How is this skill used in daily living?
   - How can this content be used to increase self-knowledge?

   (continued on next page)

- Can the instruction be planned to allow for students to learn or practice decision making skills?
- Can the instruction be planned to assist students in improving their work habits (attendance, punctuality, listening and following directions, completing tasks within stated time and criteria, concern about doing a job well, getting along with others)?
- Is this content used in leisure time activities by some people?
- Is there a way that "hands-on" activities could be planned?

3. Plan activities that combine the instructional objective (from number 1) and the career education objective (determined from the answers in number 2).
   Example:
   Provide metric measuring tools and have students determine their own height, weight, and waist size (increased self-knowledge).
   Compare the cost of various sizes of a food product by using the metric weight given on the labels and the cost of each size (daily living skill).
   Invite a machinist or mechanic to class to show metric tools and to discuss the necessity of knowing metrics (workers using this skill).
   Use a worksheet related to swimming competition with distances given in metric (leisure time use of the skill).

4. Evaluate the activities in terms of student outcomes.

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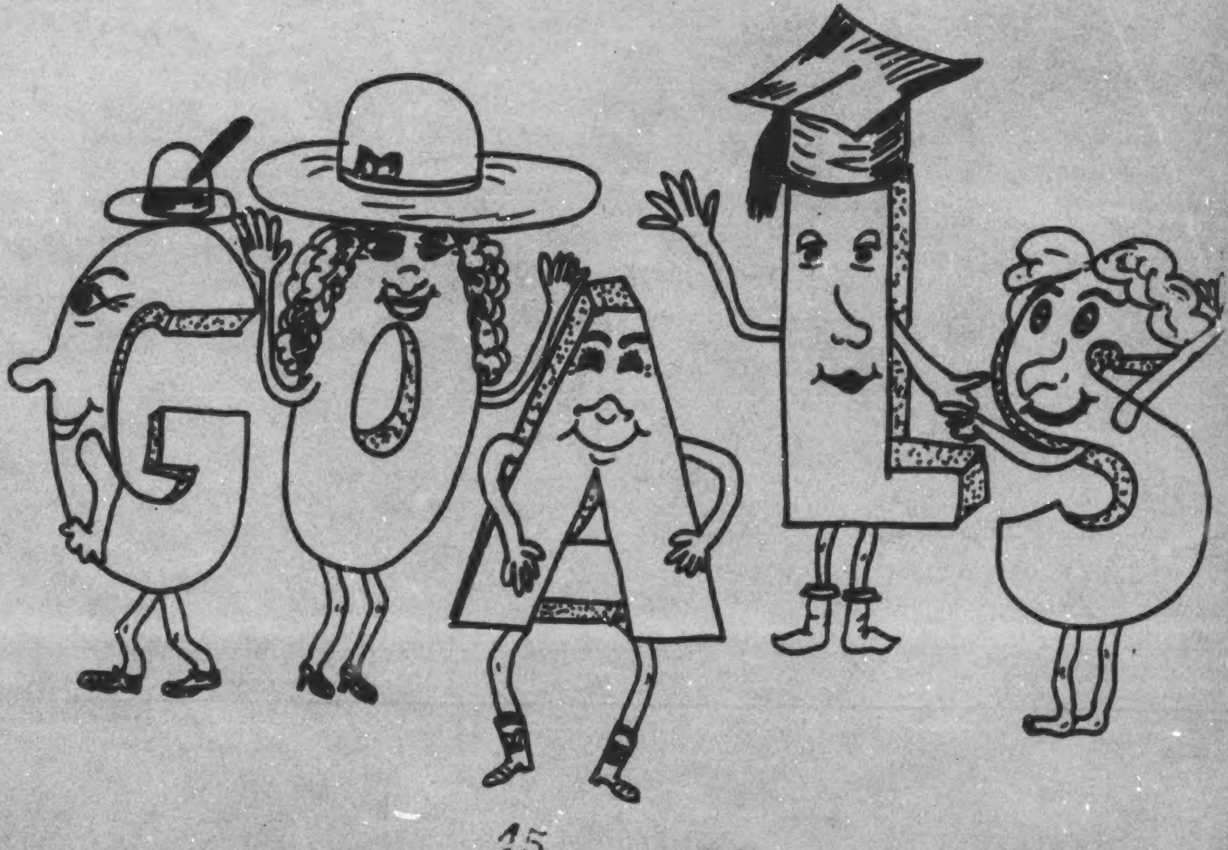
Career Education

GOALS AND TEACHING POINTS



GOALS AND TEACHING POINTS

FOR

LEARNING AREA OF SELF KNOWLEDGE
(JUNIOR HIGH)

Missouri Career Education Delivery System Goal	Teaching Points
1.1 Students will be able to develop friendships.	--knowing how to make new friends --understanding their friends and being able to relate to them --understanding how to give and receive friendship from others --knowing what is really important in dealing with others
1.2 Students will identify how their personal characteristics affect their relationships with others.	--knowing what other kids like and don't like about them --knowing what others think of them and how it affects what they think of themselves --knowing how their words and actions affect others --knowing how to change things about themselves that they do not like
1.3 Students will be able to openly communicate with others.	--telling others more easily what they think and how they feel --knowing what do when people "bug" them --being able to talk with teachers and parents openly --knowing how to deal with criticism
1.4 Students will know the necessity of being able to function in a variety of situations.	--being more at ease with adults other than their parents --knowing how to fit into a variety of groups --knowing how to handle pressure from kids their own age --standing up for their beliefs and rights

GOALS AND TEACHING POINTS

FOR

LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS
(*JUNIOR HIGH*)

Missouri Career Education Delivery System Goal	Teaching Points
2.1 Students will relate occupations to the needs and functions of society.	--understanding how each occupation relates to other occupations --knowing why individual workers are important to our everyday life --knowing how all occupations are important to our community --understanding advantages and disadvantages of different jobs
2.2 Students will know the interrelationship of their role as workers, family members and citizens.	--knowing family expectations of/for them --understanding their rights as citizens --understanding the influence of occupational choice on their future lifestyles --understanding the importance of work in their lives
2.3 Students will be able to identify the function of leisure time in their lives.	--developing skills which will allow them to choose and enjoy hobbies --knowing what leisure activities are available to them --developing a personalized plan for lifelong physical fitness --knowing the value and benefits of leisure time
2.4 Students will know the characteristics of various occupations.	--knowing what kinds of jobs they can enter when they are 16 --knowing how much different jobs pay --being able to compare their personal characteristics to the requirements of specific jobs --knowing where to get information about jobs

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GOALS AND TEACHING POINTS

FOR

LEARNING AREA OF LIFE PLANNING
(JUNIOR HIGH)

Missouri Career Education Delivery System Goal	Teaching Points
3.1 Students will be able to make effective decisions.	--knowing how things and ideas that are important to them will affect their decisions --identifying possible solutions to problems --knowing the steps to effective decision making --knowing how to live with the decisions they have made when necessary
3.2 Students will relate present planning to future outcomes.	--knowing how present aptitudes and interests relate to their plans for the future --knowing how courses they take now relate to their future plans --developing personal goals for the future --having money for the things they want
3.3 Students will recognize the need for flexibility in planning.	--knowing when changes should be made in their plans --knowing how to adjust to changes in their lives --knowing alternatives available to them when they are planning for their futures --allowing for flexibility in planning
3.4 Students will assume the responsibility for their planning.	--taking responsibility for exploring new things when their plans change --taking action on plans which will help them reach their goals --assuming responsibility for making immediate plans as well as long range plans --taking action toward solving problems

GOALS AND TEACHING POINTS

FOR

LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS
(JUNIOR HIGH)

Missouri Career Education Delivery System Goal	Teaching Points
4.1 Students will be able to funtion to their capacities in their school subjects.	--developing effective study skills --knowing exactly what is expected of them in class --improving their understanding of what they read --improving their ability to take notes in class
4.2 Students will be able to apply basic academic skills to daily living tasks.	--knowing the basics of informed buying --knowing about different types of savings plans --knowing what to do in emergency situations --knowing how to budget time and money for leisure activities
4.3 Students will know the prerequisites of a variety of occupations.	--knowing what school courses relate to the types of work they plan to do --being aware of occupational training available in their high interest areas --knowing the amount of education needed for various occupations --knowing the special abilities necessary in order to enter various occupations
4.4 Students will demonstrate an ability in pre-employment skills.	--knowing how to apply for a job --knowing the requirements of a successful job interview --knowing how to look for a job --knowing what habits and attitudes employers like

How to Develop Goals & Objectives

This self-instructional module is designed to help you learn how to write objectives that are useful because they are specific.

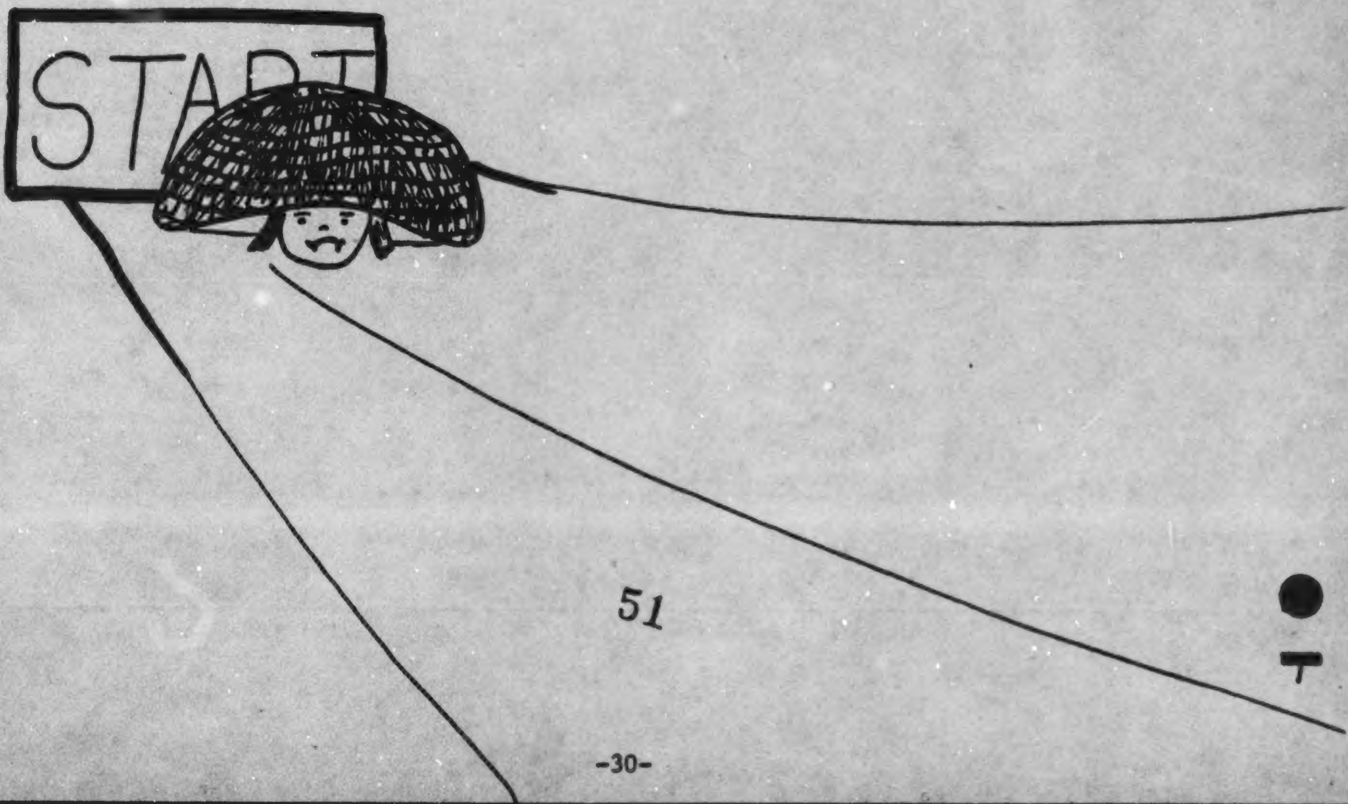
When you have completed the module, you will be able to:

1. Distinguish a goal from an objective;
2. Identify program objectives which are specific, measurable, and time-phased;
3. Write program objectives which are specific, measurable and time-phased.

INSTRUCTIONS:

Complete each page before turning to the next page. Read the material and answer the question on each page; then turn the page and check your answer.

NOW TURN TO PAGE 3 AND BEGIN.



What is the difference between goals and objectives?

A goal is a general statement of what we intend to do. Because goals are stated in general terms, they can be interpreted in many different ways.

An objective is much more specific than a goal. A well-stated objective leaves little doubt about exactly what will be done, how this will be measured, and when it will be accomplished.

Is the following statement a goal or an objective?

"Poverty in Region VII will be reduced."

ANSWER:____

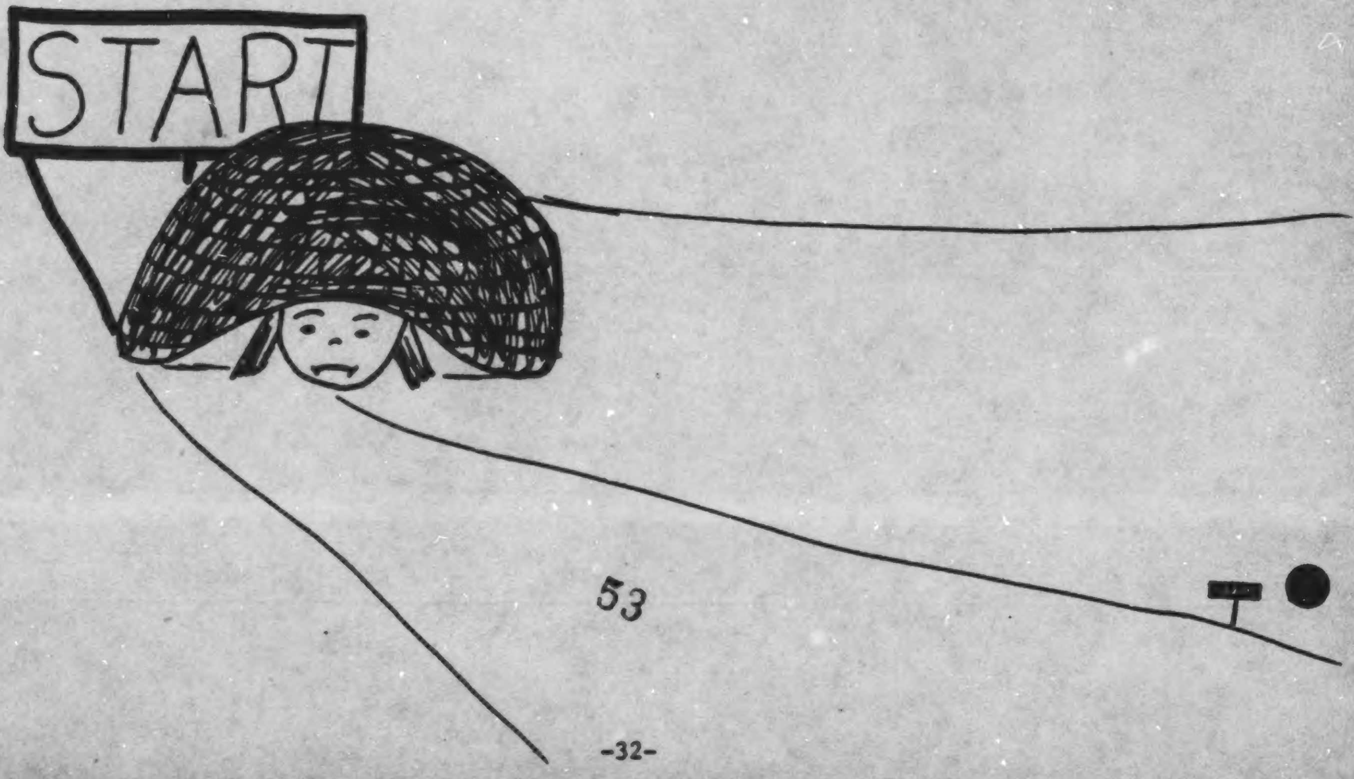
If you said goal, you were right. The statement is too general to be a good objective.

If you said objective, take another look at the statement. Does it tell you how poverty will be measured, or how much it will be reduced, or by what date?

Is the following statement a goal or an objective?

"The incidence of poverty for juveniles will be reduced to 10% of the juvenile population between the ages of 15 and 18 within five years."

ANSWER:________________________________



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If you said objective, you were right. The statement clearly specified what the result would be (incidence of poverty in juveniles will be reduced), how this will be measured (reduced to 10% of the juvenile population between the ages of 15 and 18), and when (within five years).

We have illustrated the three essential characteristics of a good objective here. A useful objective states a specific result in measurable terms, and tells when the result will have occurred.

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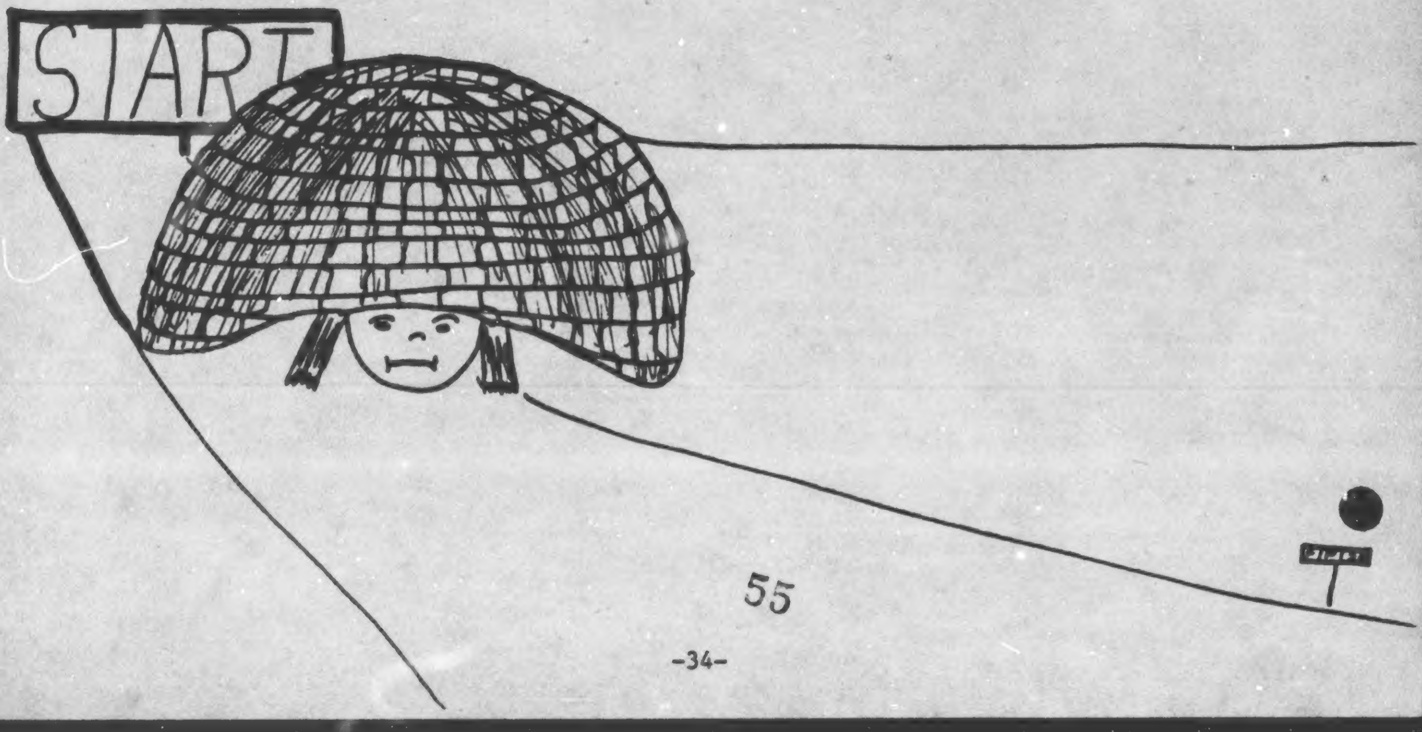
Try to list the three essential characteristics of a useful objective.

1.
2.
3.

Go back to page 5 if you need help in listing all three characteristics.

NOW GO TO THE NEXT PAGE



Three essential characteristics of a useful objective are:

1. States specifically the result to be accomplished;
2. in measurable terms;
3. and identifies when the result will happen.

We are not concerned with whether the characteristics are reasonable or logical, just that they are specific, measurable, and precisely dated.

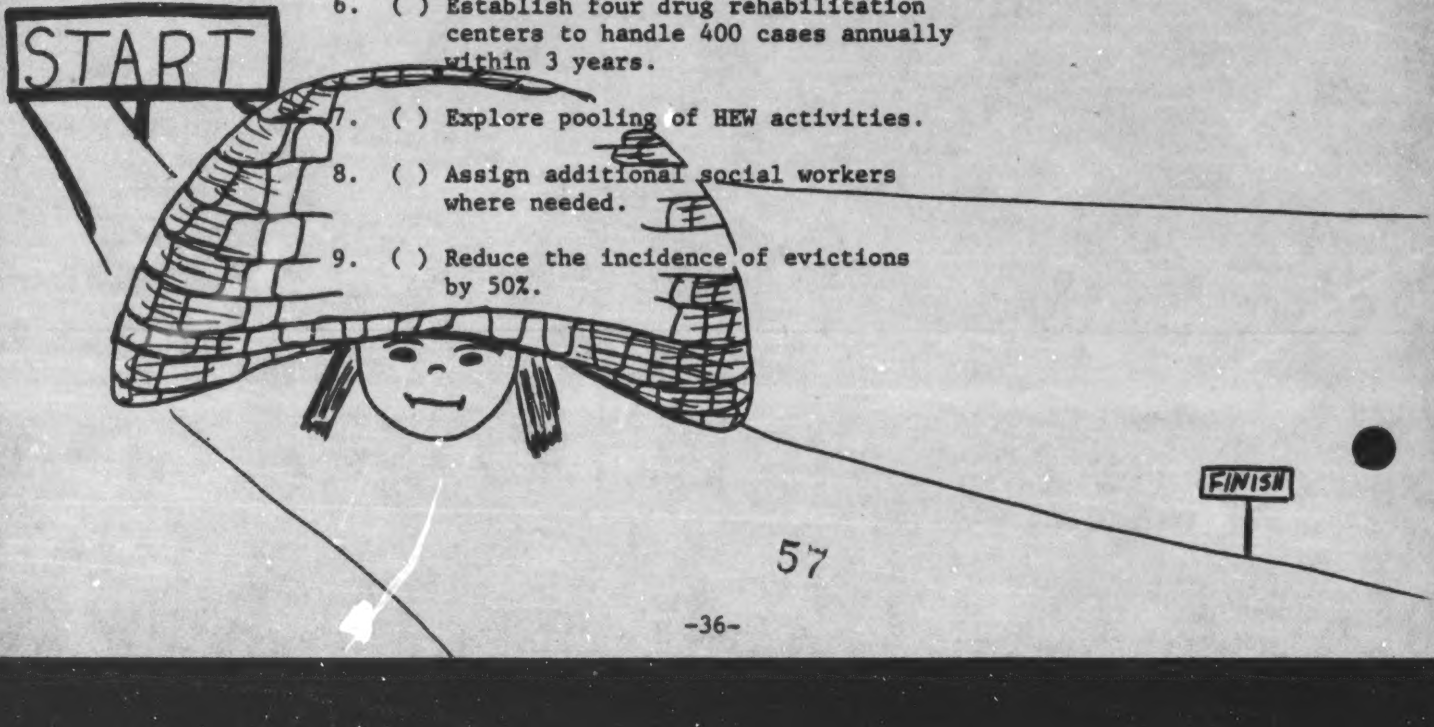
TURN TO NEXT PAGE

Let's concentrate on the first two characteristics of a good objective:

1. States specifically the result to be accomplished
2. in measurable terms.

For each of the following statements, put an (X) in the box beside each statement that has these two characteristics.

1. ( ) Establish juvenile sections in the five largest police departments.
2. ( ) Provide training to school teachers.
3. ( ) Add five psychiatrists to the juvenile court staff.
4. ( ) Conduct a campaign to reduce traffic and pollution problems.
5. ( ) Establish standardized terminology for classifying criminal offenses in all police departments.
6. ( ) Establish four drug rehabilitation centers to handle 400 cases annually within 3 years.
7. ( ) Explore pooling of HEW activities.
8. ( ) Assign additional social workers where needed.
9. ( ) Reduce the incidence of evictions by 50%.



You should have placed an X before statements 1, 3, 6, and 9.

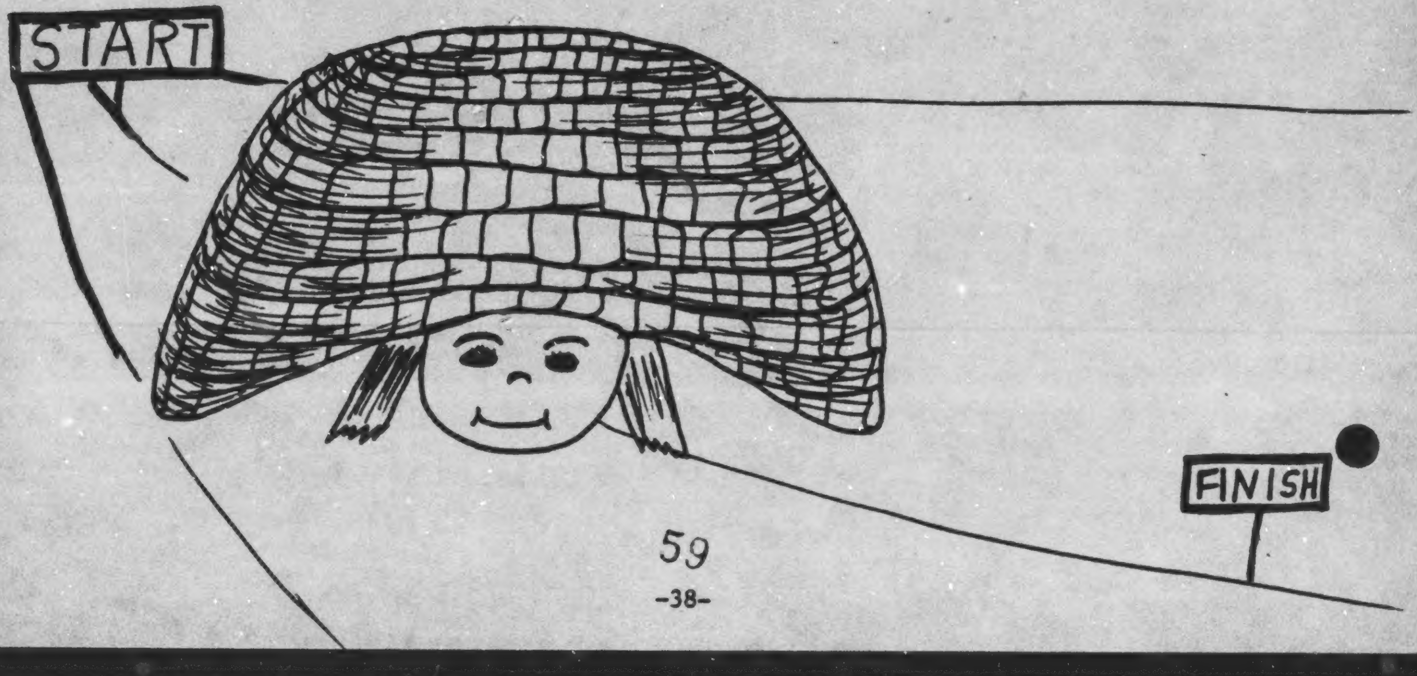
Take another look at any you missed. Do those statements tell you specifically what the expected result is, and how it is to be measured?

The third characteristic of a useful objective is the time frame; that is, we are told exactly when the result will happen, or by what date it will be completely accomplished.

Which of the following statements specify a good time frame?

1. As soon as possible.
2. Within six months.
3. Immediately.
4. When feasible.
5. By July 1, 1976.

ANSWER:____



Numbers 2 and 5 specifically state by what time, or date, we could expect a result to happen. The other statements do not tell us how soon is possible, or when is immediately (today? this week?) or how soon is "feasible".

Useful objectives must specify when a result will happen by stating a date or giving a number of days, months, or years.

List again the three characteristics of a useful objective.

1.
2.
3.

If you are not sure, check your answers on page 7.

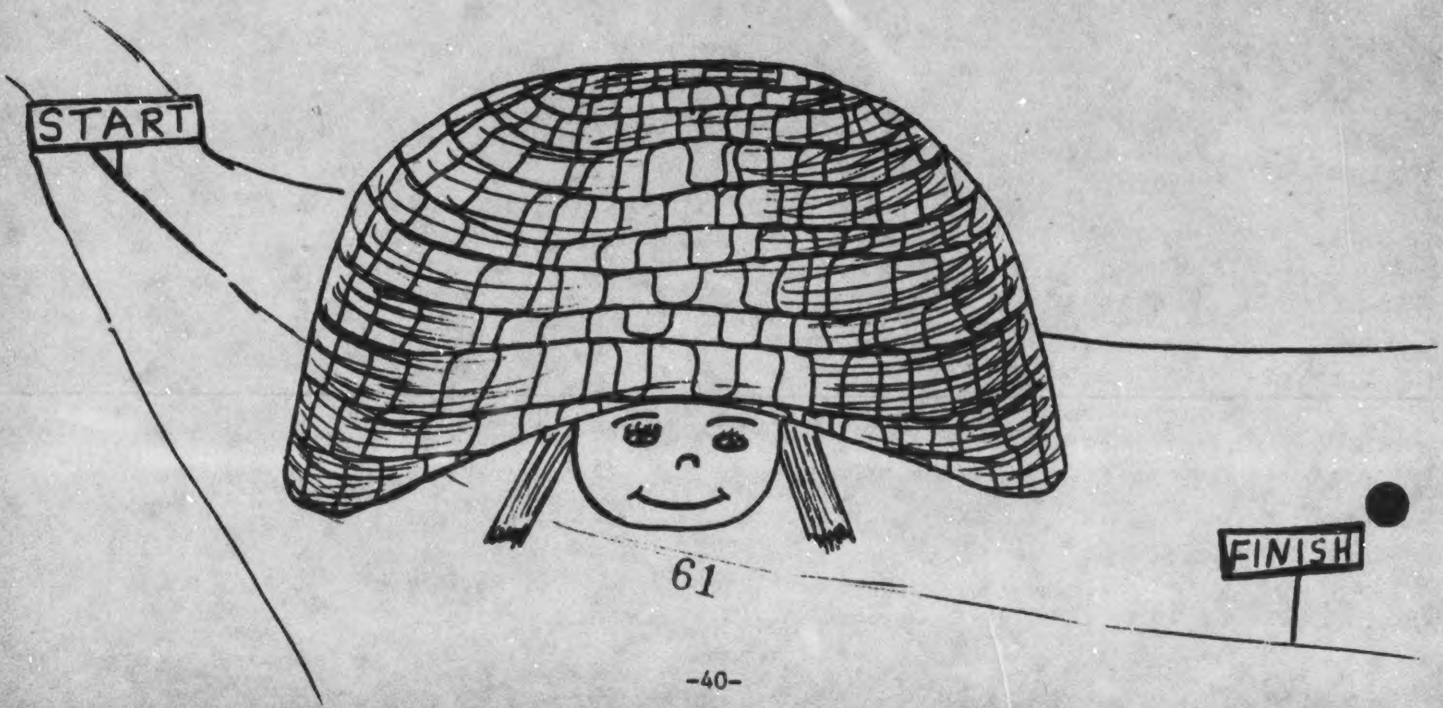
Now try to find each of the three characteristics in the objective below.

Objective: Provide 80 hours of in-service training annually to all prospective employees within five years.

1. Underline the parts of this objective that state the intended result.

2. Place a square around the parts that are measurable.

3. Circle the time frame.



Your answer should look like this:

Provide 80 hours of in-service training annually to all prospective employees within five years.

Now do the same with the following objectives:

1. Underline the specific result intended.
2. Put a square around the measurable parts.
3. Circle the time frame.

   A. Provide central psychiatric and physical screening facilities for all police applicants within two years.

   B. Establish four youth service bureaus to serve 3,000 youths within three years.

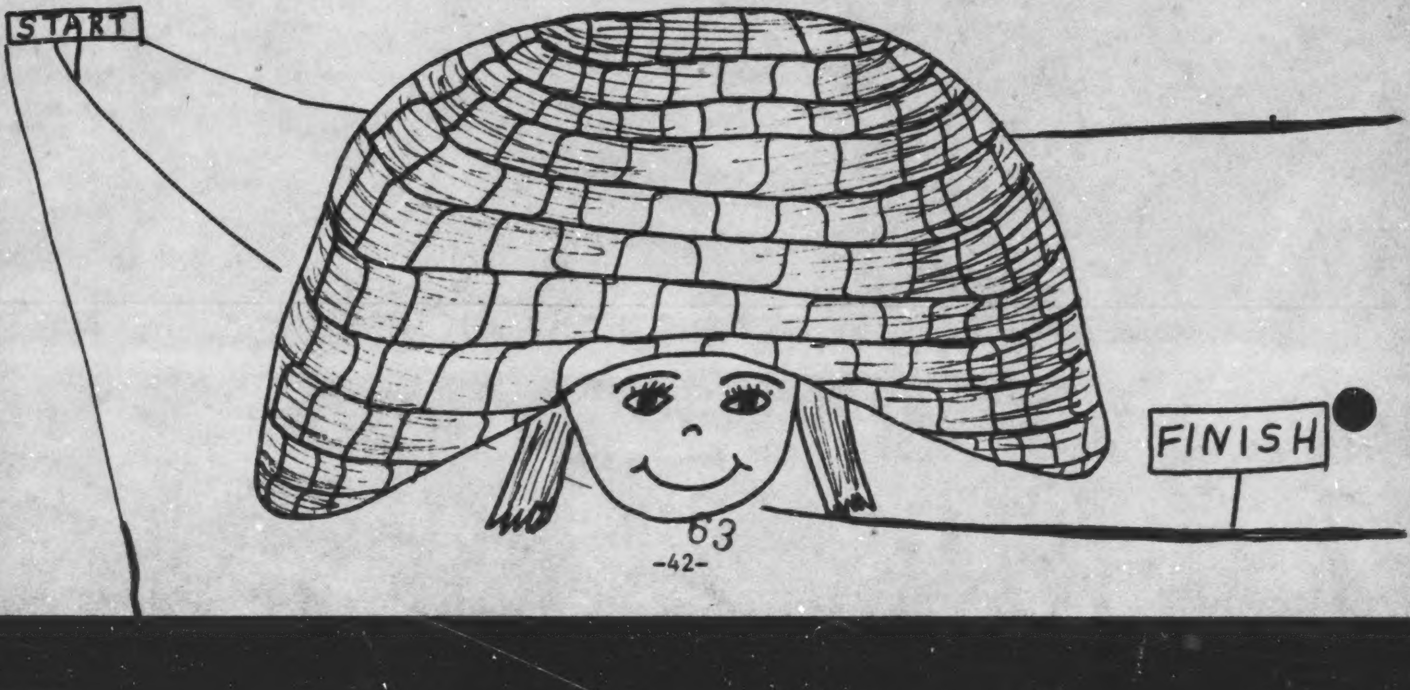
   C. Provide 30 hours of training each to 350 teachers in identifying and counseling potential and actual narcotics and drug users by June 30, 1976.

The answers are:

A. Provide central psychiatric and physical screening facilities for all police applicants within two years.

B. Establish four youth service bureaus to serve 3,000 youths within three years.

C. Provide 30 hours of training each to 350 teachers in identifying and counseling potential and actual narcotics and drug users by June 30, 1976.



Write two specific program objectives for domestic poverty problems which you consider important.

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Degree of Success:

The degree of success of a behavioral objective describes the method of evaluation or how well and by when the task must be performed to be successful. Key words to look for to identify the degree of success portion are descriptive adjectives or adverbs and numbers. The degree of success portion often appears at the end of the objective. There are six ways to specify the degree of success. They are:

--describe the minimum quantity of correct responses.

--state the items that must be present for responses to be acceptable.

--set a time limit.

--indicate person who will judge whether the performance is successful.

--use descriptive words or phrases.

--state the grade level by which student should achieve the behavior.

START
FINISH

Minimum Quantity:

The minimum performance acceptable as successful may be specified by stating the minimum number, percentage or proportion of correct responses necessary for success.

The degree of success portions are underlined in the following examples:

Minimum Number--Given the names of 15 occupations, students will correctly describe at least ten of the occupations.

Minimum Percentage--Given a standardized career maturity inventory, students in grade twelve will score at or above the 50th percentile for their grade level.

Minimum Portion--Given a list of sources for obtaining occupational information, students will obtain information from at least one-third of these sources during a six-week period.

When numbers are used to specify degree of success, they should not be set arbitrarily. There should always be a logical rationale for stating the minimum number of items that must be included.

State Items To Be Included:

Regardless of the direction or quanity of responses, success cannot result unless the required items are included. The degree of success portion is underlined in the example below.

Given a variety of sources for obtaining career information, students will prepare a personal information file. Each student's file must contain the following:

A. A sample job placement form

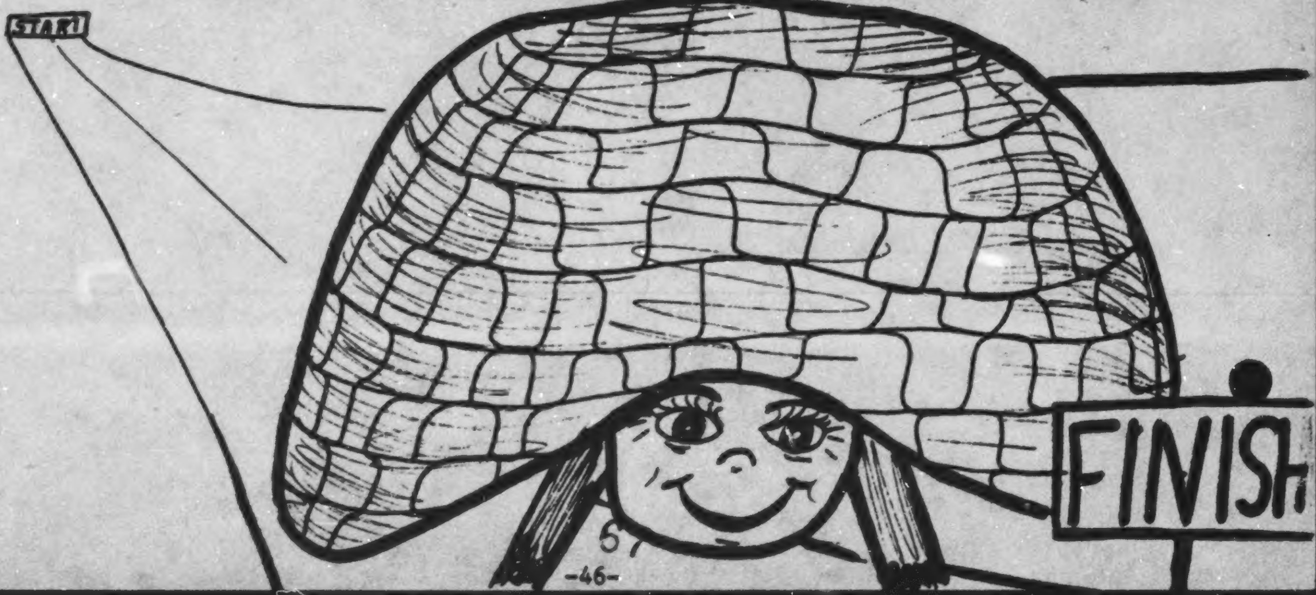
B. Information from local employment agencies about the nationwide availability of jobs

C. Information from the U. S. Department of Labor, about the nationwide availability of jobs

D. Career literature describing at least three occupations within the student's chosen career cluster

E. A self-report to be updated monthly about changing personal career goals

F. Personal results on a standardized interest survey



Set Time Limits:

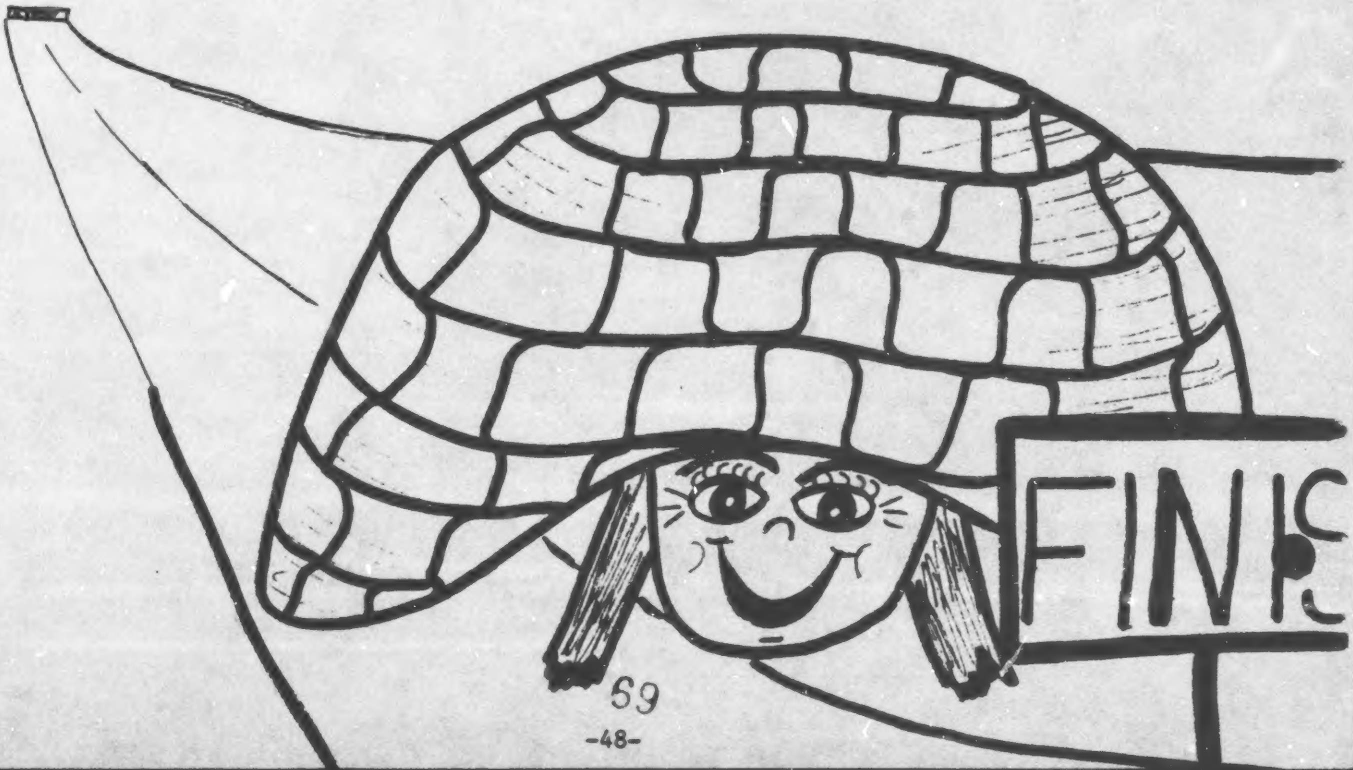
How well a student must do to be successful may be stated, in some cases, by setting a time limit. For instance, we may ask a student to "Type a 200-word passage within three minutes". This objective measures the time it takes a student to accomplish the task because in typing, speed is important. Time limits can also be set to measure duration. For instance, "Students will hold a part-time job for at least three months".

Indicate Judge:

The fourth way to specify the degree of success is by indicating the person or persons who will judge or evaluate the performance as successful. Some of the most common words and phrases that are used in behavorial objectives to judge student success are listed below:

To be
- reviewed
- judged
- graded
- rated
- evaluated
- checked for accuracy
- checked for completeness

by
- a counselor
- a teacher
- an employer
- classmates
- parents
- self



CRITERION BEHAVIORAL OBJECTIVE

SELF KNOWLEDGE

GOAL: The students will be able to communicate openly with others.

GENERAL OBJECTIVE: The students will demonstrate through role playing the value of being assertive.

CRITERION BEHAVIORAL OBJECTIVE: The students will role play a given conflict situation three times using the following three responses: passive, aggressive, and assertive.

CRITERION BEHAVIORAL OBJECTIVE

LIFE ROLES, SETTINGS, AND EVENTS

GOAL: The students will know the characteristics of various occupations.

GENERAL OBJECTIVE: The students will list skills required in a variety of occupations.

CRITERION BEHAVIORAL OBJECTIVE: After listing skills utilized in achieving a particular personal success, the students will select five occupations from the Dictionary of Occupational Titles (DOT) which include skill descriptions similar to those they have listed.

by Suzanne Dunlap

CRITERION BEHAVIORAL OBJECTIVE

LIFE PLANNING

GOAL: The students will be able to make effective decisions.

GENERAL OBJECTIVE: The students will identify risks taken when making personal decisions.

CRITERION BEHAVIORAL OBJECTIVE: In a brief written composition the students in the Language Arts class will describe at least one risk involved in a recently made personal decision.

CRITERION BEHAVIORAL OBJECTIVE

ACADEMIC AND VOCATIONAL SKILLS

GOAL: The students will be able to apply basic academic skills to daily living tasks.

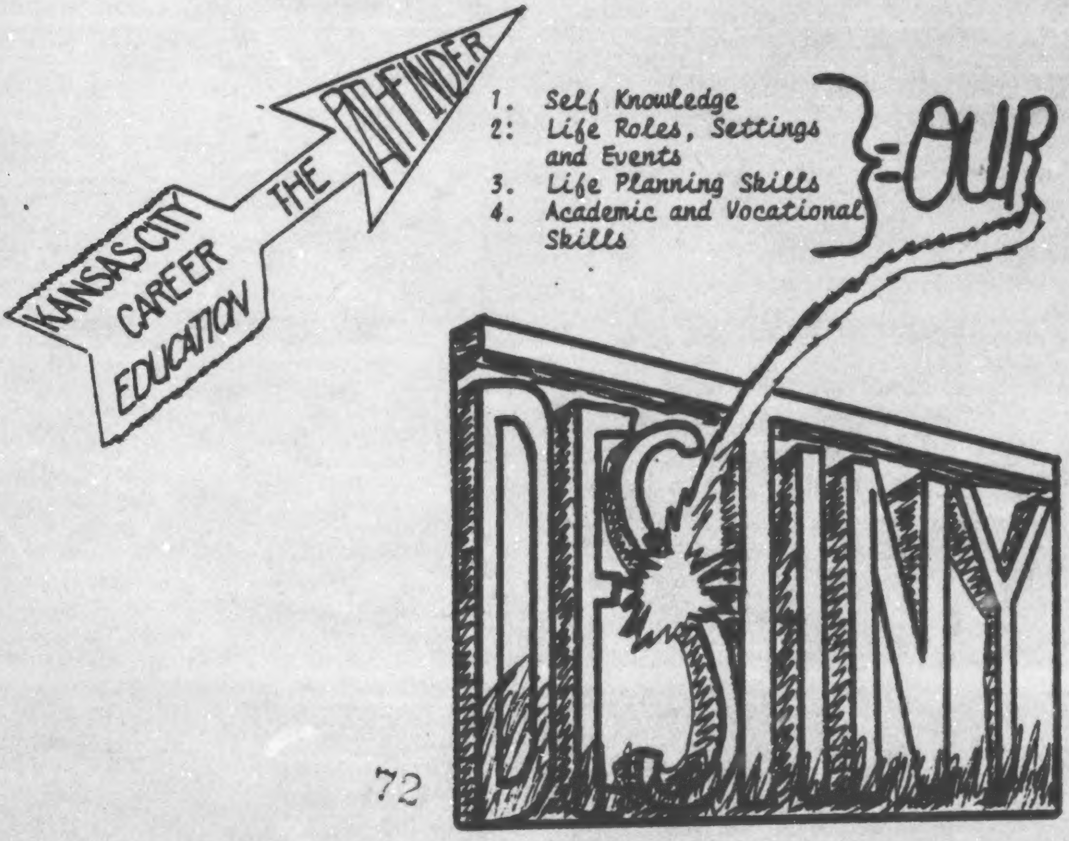
GENERAL OBJECTIVE: The students will describe skills needed by citizens for effective community involvement.

CRITERION BEHAVIORAL OBJECTIVE: The students will list at least one way in which the basic skills in language arts, mathematics, science, and social studies are utilized by citizens in their roles as community members.

by Suzanne Dunlap

Career Education

EVALUATION



1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

KANSAS CITY
CAREER
EDUCATION
THE
PATHFINDER
=OUR
DESTINY

EVALUATING A CAREER EDUCATION PROGRAM

Evaluation must be an integral part of the total concept of career education. Clearly defined goals and objectives aid in evaluating student outcomes. How are the goals and objectives determined? The process which this project used involved several steps which led to evaluation by students, teachers, project staff and an outside evaluator.

The process included:

1. A needs assessment instrument which was administered in each of the buildings to students, staff members and parents.*
2. Prioritization of the sixteen goals for Missouri career education through intrepretation of data from the needs assessment.
3. Individual building plans based upon the highest priority goals.
4. Development and implementation of specific objectives by staff members based upon the building plan and their individual role or subject area.
5. Evaluation based on individual staff members determining and reporting student outcomes of classroom instruction.
6. Evaluation based on general instruments administered through the project staff and evaluator. Some of the instruments used are included on the following pages:
    A. Content Relevancy Test - *to aid the teacher in evaluation of classroom instructional content*
    B. Skill Relevancy Checklist - *to determine if students had increased awareness of the interrelationship of skills taught in various subject areas*
    C. Student Questionnaire - *to assist in establishing how much career planning students had done and who had helped them in that planning*
    D. P.E.C.E. Knowledge Test - *to indicate the level of student knowledge about the world of work*

* *Information on obtaining and administering the Needs Assessment Instrument may be obtained from Mr. Marion Starr, Career Education, State Dept. of Education, Box 480, Jefferson City, Mo., 65101.*

CONTENT RELEVANCY CHECKLIST

1. I, personally, use this content or activity outside the classroom.

Nearly every day	Frequently	Seldom	Never--I use it only when I teach it

2. I see young people use this content or activity outside the classroom

Nearly every day	Frequently	Seldom	Never--They deal with it only in school

3. People (in general) use this content or activity

Nearly every day	Frequently	Seldom	Never--except in school classes

4. From what I can predict, people in the future will use it

Nearly every day	Frequently	Seldom	Never--It is now or will be useless to the vast majority of people in the future

---

Adapted by Earl J. Moore, (University of Missouri-Columbia) from an article by William S. Swoboda, Arizona State University, titled "The Ultimate Innovation?" Educational Technology, January 1974.

SKILL RELEVANCY CHECKLIST

PERIOD____________________ SUBJECT____________________

On this and succeeding pages, please indicate the period that you take a class and its title. Then please estimate on the scale provided how much you think each of the skills listed in the left hand column are needed or used in that class.

	Very Much		Some		Not Much	None
Reading						
Discussion						
Grammar						
Punctuation						
Spelling						
Written Communication						
Spoken Communication						
Legible Handwriting						
Arithmetic Computation						
Reasoning						
Use of maps and charts						
Listening						
Using the Library						
Outlining						
Notetaking						
Drawing						
Memorizing						
Following Directions						
Working on my own						
Solving problems						
Working with hands						

STUDENT QUESTIONNAIRE

To The Student:

We are seeking your help in finding out whether or not high school students have chosen a career. Please respond to the following questions and make comments you wish to in the space provided.

Sex: Male______ Grade in School: 10____

Female______ 11____

12____

Junior High School Attended________________________

Senior High School Attended________________________

A. I am quite positive of the occupation I will enter____________________

I am somewhat positive of the occupation I will enter ________________

I have some idea of the occupation I will enter, but am not at all sure

____

I have little idea of the occupation I will enter____________________

B. I have given a lot of thought to my future__________________________

I have given some thought to my future_______________________________

I have given little thought to my future_____________________________

C. What job do you think you will enter?_______________________________

D. What courses have you taken or plan to take in high school which will help to enter this job?

____

____

E. What further education or training will you pursue?

____

____

____

How long will this training or education take?

____

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F. Estimated earnings______________________per year

or______________________per month

or______________________per week

How much help has your school given you in deciding on a career?

	Junior High School	Senior High School
a lot	________________	________________
some	________________	________________
little	________________	________________
none	________________	________________

Who else has given you help in deciding on a career? (Check those which apply.)

Teachers_________

Counselors___________

Parents__________

Brother and/or Sister____

Other Family_______

Minister___________

Friend_____________

Other Adults (list)

____

____

P.E.C.E. KNOWLEDGE TEST

Please do not mark on any of the pages in this test.

Be sure that the space you are marking on your answer sheet corresponds to the question you are answering.

MATCHING SECTION

In questions 1-10 you are to match the occupations listed with the level of school most suited to that job.

Occupation

1. Licensed Practical Nurse
2. Secretary
3. Dietitian
4. Fork-Lift Truck Operator
5. Carpenter
6. Auto Mechanic
7. Cashier
8. Hair Stylist
9. Librarian
10. X-Ray Technician

School

A. Junior College (2 Years)
B. Vocational Technical School
C. College (4 Years)
D. High School

In questions 11-20 you are to match the occupations listed with the school courses more closely related to the job.

Occupations

11. Medical Lab Technician
12. Engineer
13. Sanitarian
14. Bookkeeper
15. Telephone Operator
16. Shipping Clerk
17. Assembly Line Worker
18. Politician
19. Social Studies Teacher
20. Auto Mechanic

Courses of Study

A. Math, drafting, geometry
B. Industrial arts, shop, or basic math
C. Science and biology
D. Speech, English, social science
E. Business and office subjects

P.E.C.E. KNOWLEDGE TEST

Be sure that the space you are marking on your answer sheet corresponds to the question you are answering.

In questions 21-30 you are to match the occupations with the personality traits which are common to people in that job.

21. Biologist
22. Radio Operator
23. High School Teacher
24. Bank Teller
25. Hotel Manager
26. Plumber
27. Social Worker
28. Tax Expert
29. Salesman
30. Lineman (Telephone Company)

A. Likes to work with things--likes to work by himself
B. Likes to work with people--does not like physical tasks or highly ordered activities.
C. Likes to solve problems mentally--does not enjoy working with people
D. Likes to be told what to do rather than deciding for one's self--tends to like routine type tasks
E. Likes to be the boss--does not like detail work.

In questions 31-40 you are to match the occupations with the occupational group to which they belong.

Occupation

31. Aviation Mechanic
32. Realtor
33. Dairyman
34. Bricklayers
35. Machinist
36. Assembly Line Worker
37. Hostess
38. Typist
39. Barber
40 Civil Engineer

Occupational Grouping

A. Fixing Things
B. Producing Things
C. Service to Others
D. Outdoors
E. Business and Sales

The following questions are to be answered in Section II of your answer sheet.

TRUE-FALSE SECTION

Questions 41-70 are true or false. If you think the statement is true mark A on your answer sheet. If you think the statement is false mark B on your answer sheet

41. In selecting an occupation, a person should consider the economic and social rewards of the occupations under consideration.

P.E.C.E. KNOWLEDGE TEST

TRUE/FALSE

42. Society benefits from jobs that are considered undesirable by most people.

43. Training takes place only before entering an occupation--not for advancement within that occupation.

44. Reasons for working in a society of abundance are the same as those for working in a society where goods are scarce.

45. When choosing an occupation a person must be concerned only for himself, not society as a whole.

REMEMBER: If true mark A. If false mark B.

46. People in certain occupational groups have distinct styles of living.

47. In today's society, a person should go to college and then decide what occupation he plans to follow.

48. A person who respects himself is usually respected by others.

49. The work that women do is valuable to our society.

50. A person with high abilities should choose an occupation which requires routine behavior rather than a variety of duties.

---

51. In most work situations, the person should be concerned with his own job, not that of the work team.

52. Government and the general public influence a person's work like.

53. An employer may not fire a person because of race, sex, religion, or ability.

54. A person's occupation will sometimes determine which social clubs he will join.

55. Printed material can tell you everything about a job.

Be sure that the number of the space you mark matches the number of the questions you are answering.

56. Planning ahead is a waste of time because the future is so uncertain.

57. There exists today a need for people who can "fix" things.

P.E.C.E. KNOWLEDGE TEST

TRUE/FALSE

58. A person can have a satisfactory work life without having attended college.

59. During a person's work life he may become too old to go to school again.

60. It is common for a person to have more than one kind of job in his lifetime.

---

61. There is one "right" occupation for each person.

62. A person should not begin preparing for an occupation until he is out of high school.

63. Most people are not in occupations considered "glamorous".

64. A career might include a series of several jobs.

65. Some "blue collar" workers make more money than some "white collar" workers.

---

66. A strong interest in an occupation means that a person will be good at it.

67. A labor union looks after the needs of the worker.

68. The state Department of Labor charges a fee to find you a job.

69. When lay-offs occur in a company the person who was hired most recently has the best chance of keeping his job.

70. A person may become tense and worried in one job and yet be relaxed in another job.

MULTIPLE CHOICE SECTION

Questions 71-100 are multiple choice and you are to choose the best answer from the four alternatives listed. Choose only one answer for each question. Be sure to mark the space which corresponds to the question you are answering.

71. When selecting an occupation or career, a person should consider which of the following factors?

    A Will this occupation permit me to express my personality?
    B Will I be happy in this occupation?
    C Will I earn enough money to provide for my family?
    D All of the above?

P.E.C.E. KNOWLEDGE TEST

MULTIPLE CHOICE

72. After a person takes a thorough inventory of his capabilities, he:

    A Will find only one occupation in which he can use those capabilities.
    B Will be ready to decide on a particular occupation.
    C May choose an occupation and alter his capabilities to fit the occupation.
    D May find several occupations in which he may be able to use his capabilities.

73. The school guidance counselor may--

    A Interpret standard test scores for a student.
    B Listen to a student's personal problem.
    C Assist a student in making course selections.
    D Help the student find information about a job.
    E All of the above.

74. Which of the following should be least important in choosing the first job?

    A Chances for advancement and promotion.
    B Beginning salary
    C Job satisfaction.
    D Ability to do a good job.

75. In completing an application for a job, which of the following is least important.

    A Read the application completely to be sure you understand it.
    B Give your nickname so the employer will know what to call you.
    C Print of type all the information requested.
    D Fill in all the blanks possible.

76. Printed information about occupations and careers:

    A Is always accurate and up-to-date.
    B Should be studied to determine if it is accurate and up-to-date.
    C Is always inaccurate and outdated.
    D Is of no value in learning about occupations and careers.

77. If a person were interested in inventing things at home while working on another job, he should:

    A Be aware of "moonlighting" biases.
    B Know his company's rules, policies and expectations concerning inventions by employees.
    C Invent things that would be useful for his company.
    D Draw overtime pay for work after hours.

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P.E.C.E. KNOWLEDGE TEST

MULTIPLE CHOICE

78. If a person thinks of himself as a "shy" person, which of the following would probably be an undesirable occupation?

    A Insurance salesman
    B Brickmason
    C Carpenter
    D Farmer

79. Which of the following persons would have least authority in his job?

    A Bank president
    B School principal
    C Teacher
    D Plant manager

80. A company Organizational Chart:

    A Is used to show workers how to carry out their jobs in the company.
    B Is used to show lines of authority within the company.
    C Is an alphabetical listing of all employees in the company.
    D Is a map showing the locations of other offices in the company.

Go to Section III of your answer sheet for questions 81-100.

81. Man maintains his environment by:

    A Study
    B Work
    C Physical strength
    D Intelligence

82. The first thing a person who wants to establish a manufacturing business should ask himself is:

    A Are there enough workers to operate the equipment?
    B Do I have enough money to begin production?
    C Is there a good market for my product?
    D How cheaply can I sell my product?

83. In what way is a person who does not work a "drag" on society?

    A He might be supported by taxes.
    B He would mean one less person in the labor force.
    C To a certain degree, all workers are dependent on other workers.
    D A combination of the above.

84. In making career plans, which of the following is least important?

    A The changing nature of work roles due to technology and automation.
    B Personal abilities.
    C Money necessary for education and training.
    D The number of employees already in that particular work role.

MULTIPLE CHOICE

85. When an employer has many applications for a particular job, he usually will pick the applicant who has:

A The most education
B The best qualifications for the job.
C The greatest economic need.
D The greatest mental ability.

86. On the job, we must be sensitive to the needs of various people. Of the following, whose needs should be considered?

A Our own.
B Our fellow worker.
C The general public
D The employer.
E All of the above.

87. To become a Registered Nurse a person may:

A Complete two years of special junior college training.
B Attend a three-year hospital school of nursing.
C Obtain a four-year college nursing degree.
D Do any of the above.

88. An engineer usually has:

A A high school diploma.
B One or two years of junior college or vocational technical school
C Four or five years of college.
D A high school diploma with courses in industrial arts and mechanical drawing.

89. An electronics technician usually has at least:

A A high school diploma.
B One or two years of post-secondary vocational technical education.
C Four or five years of college.
D An engineering degree.

90. Which of the following occupations are mostly held by women?

A Teachers and accountants.
B Accountants and school counselors.
C Dietitians and cooks
D Teachers and nurses

84

P.E.C.E. KNOWLEDGE TEST

MULTIPLE CHOICE

91. Which of the following best describes initiative?

    A Ability to "stick to it".
    B Never do more than required.
    C Ability to see what needs to be done and doing it.
    D A combination of trustworthiness and dependability.

92. The "employment outlook" of an occupation refers to:

    A The demand for workers.
    B Where workers are located.
    C Where workers are expected to be located in the future.
    D All of the above.

93. Which statement best describes "vertical movement"?

    A The worker performs his task standing up and moving.
    B The worker is promoted to a higher level job with the company.
    C The worker gets transferred to another job with the company.
    D The worker takes a similar job with another company.

94. Which of the following statements is true?

    A A person must choose his career by the tenth grade.
    B A high school graduate must have chosen his occupation.
    C The best time to choose a career is in elementary school.
    D We can't say for sure when the best time is to choose.

95. The best way to learn what is involved in a particular job is to:

    A Read about the job in a brochure or book.
    B Observe a motion picture about the job.
    C Visit the job site and talk with someone who does the job.
    D Read about the job in the 'want ad' section of the paper.

96. In choosing a career, a person should:

    A Choose the one that pays the most.
    B Choose the one with the most prestige or status.
    C Choose the one that brings him full personal satisfaction.
    D Choose the one that requires the most training.

P.E.C.E. KNOWLEDGE TEST

MULTIPLE CHOICE

97. Which of the following broad groups of occupations is expected to grow most in the immediate future?

    A Clerical
    B Outdoors
    C Technical
    D Service to others

98. Which of the following group of workers is hardest hit by unemployment?

    A Semi-skilled
    B Craftsmen
    C Unskilled
    D Professional

99. Which of the following high school programs should a student take if he is planning to be a teacher?

    A General
    B Vocational
    C Academic
    D All of the above

100. "Preparations needed to enter an occupation," refers to:

    A Only the educational experience needed to obtain employment in the occupation.
    B The educational as well as other experiences needed to obtain employment in the occupation.
    C The work experience needed for the occupation.
    D The skill and ability needed for the occupation.

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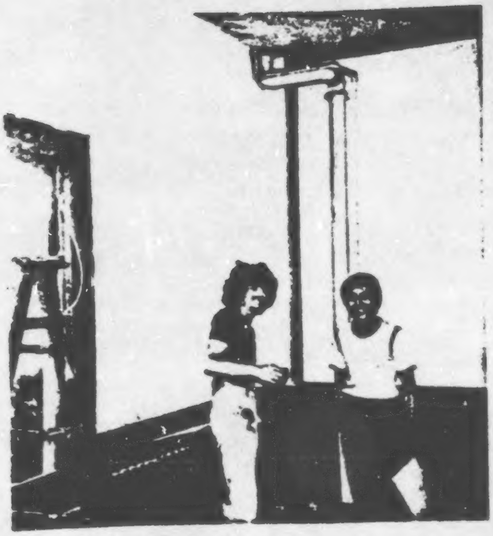
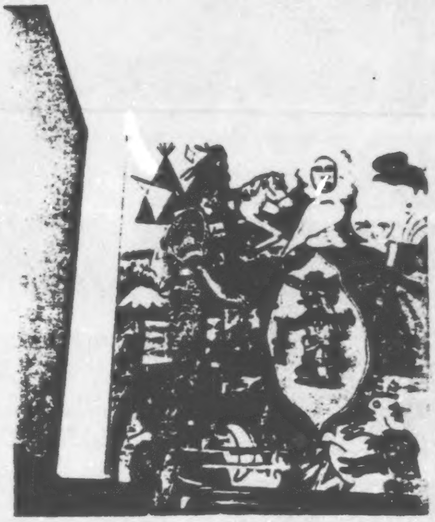
The Cultures Of Man



The Wall

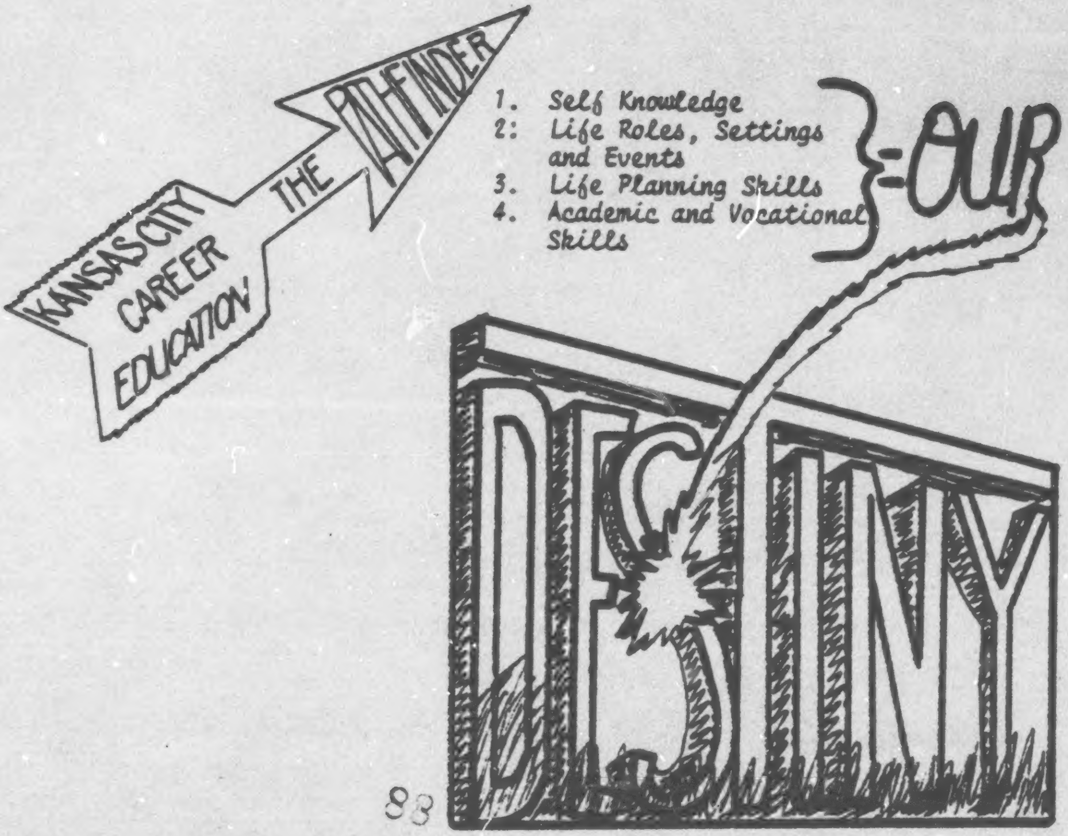
Take one student with an idea, a paint peeled wall and give him brushes and paint. Look what you get! Eighth Grader, Ernest Archuleta, with the help of Raul Gallegos, is leaving our School a work of art that will brighten the halls and inspire the students for years to come. The mural depicts the four major ethnic groups represented in our school, European, African, Asian and American Indian. It signifies the brotherhood of all men.

WESTPORT JUNIOR



Career Education

ENCOURAGES VARIETY


KANSAS CITY
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DESTINY

CLASSROOM PROCESSES

(Ways To Do Activities)

Educators find using a variety of processes an aid in implementing career education. Most of the following descriptions and explanations of processes were adapted by Carolyn Magnuson from the Missouri Career Education Delivery System Handbook written by Marion Starr, Carolyn Magnuson, Dr. Thomas Arni and William Sparks.

CLASSROOM ATMOSPHERE

For Career Education to become a consistent way of teaching, it is important that regular and systematic attention be given to the kind of atmosphere that exists withing the classroom. In order to help each student grow into all he or she is capable of becoming it is important that each person has the opportunity to learn in an environment that is conducive to such growth. It must be an environment where each person feels secure with his or her own uniqueness, an environment where mistakes are opportunities to learn more and where cooperation among all members is more important than competition among a few. It is a place where mutual respect between teacher and student exists. This means that each will believe in the worth and ability of the other and that each will respect the other's needs.

To start the process of developing a systematic plan toward a classroom atmosphere in which all will thrive (including yourself), take an honest look at "what is" right now. One way to evaluate "what is" is to ask yourself the following questions:

1. If I were (insert each student's name),would I enjoy being in this class?
2. By whose evaluation do I measure my success?
3. What do I do to ensure success for each student?
4. How do my students view me now? How would I like for them to view me?

Honestly answered, these questions will give you an idea of the present atmosphere in your classroom. How can that be improved? Start with one small step and keep adding until you have the

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environment you choose--then add some more to make it a classroom environment you never dreamed possible. If you say "It's OK now!" then you had better take another look--it can always be made better!!

A word of caution is due here...this is not a week long or even a month long task. It is a task that, if done correctly, will never be complete. As people change, so must environments change. Nor is it a task that will be completed without backsliding. Expect some days when you forget all about equality in the classroom and have a need to make all the decisions or when the students forget you're a human being, too, and begin to treat you like a teacher, including all the hassles and power struggles. The important thing to remember is that you and they have alternatives to this way of reacting in the classroom--you can start where you left off and try over. Knowing that one mistake doesn't make a failure is important for each of you to remember.

The following activities are taken from Career Education Methods and Processes (Gysbers, 1974) and are ideas you can use to start more ideas flowing. Be brave--try lots and often.

1. Identify things you can do each day to tell every student he or she is important to you. Things like: personal comments (How's your sister?" "I saw your mom last night." "I like your new dress.") A special note on a returned paper. A personal smile or wink.

CLASSROOM ATMOSPHERE

2. Let your students know your plans for growing. Work together to each become more loving, accepting, understanding.
3. Set aside listening times. With a group of 2 or 3 students, share with each other thoughts about anything--remember that at first it may by difficult for pupils to talk with you about their thoughts. Talk first with whole class about the listening times. Be sure you share your own personal thoughts and not your evaluation of their thoughts.
4. Remember: Readiness is not reserved for beginning reading. Anything new or different requires a readiness period--sharing one's self--being real is no different. It may take you all a while to get ready.
5. For a few minutes each day, pretend that you're not a teacher. Interact with students as a person--a person who has experienced joy, fear, sorrow, anger. Stretch the time 'til it's all day (or for as long as you as a person can).
6. Provide times when pupils can just talk--in small groups, large groups, one large group. Join them.
7. Listen to what your pupils are saying--don't evaluate; just listen, accept and understand... accepting and understanding does not mean you have to agree with what they're saying.

CLASSROOM ATMOSPHERE

8. Be cognizant of the proportion of competitive versus cooperative projects and activities in your room. There should be at least as many cooperative as competitive activities.
9. Arrange your room so that interaction is promoted rather than deterred.
10. Think about your own movement in the classroom--does every person have a chance to feel physically close to you frequently--or is that reserved for those in the front of the room.
11. Remember: It's difficult for students to see the application of today to tomorrow--they're looking for success today.
12. Give students opportunities for making decisions and taking responsibility for the consequences of their decisions.
13. Give students opportunities to assume responsibility for what they learn or study, eg., let them plan how they're going to learn about a specific topic.
14. Listen.
15. Provide frequent opportunities for students to ask you questions. When you're on the "hot seat" students will understand that you may "pass" on questions that are too personal.

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16. Provide frequent opportunities for students (and you) to ask other pupils questions. When a pupil is on the "hot seat" the other students (and you) will understand that he or she may "pass" on questions that are too personal.
17. Each of you put your name in a box and then draw a name out of the box. You each design a poster advertising the positive characteristics about the person whose name you drew. Display the posters.
18. Every once in a while ask an opinion question that doesn't have a right or wrong answer. Ask questions like "How many of you like baseball?" or "Should everyone eligible, vote?" Keep track of the questions and tally the results. After you've asked several, have students ask own questions and tally results.
19. Participate in students' activities as much as possible.
20. Frequently point out specific things they do as a class that you like...tell them how it makes you feel.
21. Be consistent.
22. Think of the student or students you and the rest of the students have the most difficulty loving, accepting and understanding. What can you do right now, today, this very minute to make her or his

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life happier? Do it! What else can you do? Do it too! Keep thinking! Keep doing!

23. Put yourself in the farthest away seat, how do you feel? Are you comfortable? Do you feel close to the teacher (mentally and/or physically)? Can you see? Can you hear? Do you feel a part of the rest of the class?
24. Read Will the real teacher please stand up? and I See a Child. Read them again and listen! (See Bibliography)
25. Talk with a student without asking questions... not even one. Tell him or her what you're doing... he or she will probably giggle and you'll find it difficult. But try...and then try again with someone else. (pp. 23-25)

Work together with your students toward creating the kind of an atmosphere that will maximize growth for all. Together you can make it.

CLASSROOM ATMOSPHERE

For additional ideas about classroom atmosphere see any of the following references:

Brown, G. *Human teaching for human learning*. New York: The Viking Press, 1971.

Glasser, W. *Schools without failure*. New York: Harper and Row, 1969.

Greer, M. & Rubinstein, B. *Will the real teacher please stand up?* Pacific Palisades, California: Goodyear Publishing Company, Inc., 1972.

Gysbers, N. *Career education methods and processes*. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri-Columbia, 1974.

Harmin, M. & Gregory, T. *Teaching is...* Palo Alto: Science Reasearch Associates, Inc., 1974.

Herbert, C. *I see a child*. Garden City, New York: Anchor Press/Doubleday and Company, Inc., 1974

Leeper, R. R. (ed.). *Humanizing education: The person in the process*. Washington, D. C.: National Education Association, 1967.

VALUES CLARIFICATION

An hour of television on Saturday morning...a walk down the cereal aisle at the grocery store...a look at the movie page in a newspaper..three hours with a group of friends...a survey of the record counter...a look at the toy section of a discount store...each of these situations bombards people of all ages with decision-making demands. How will each individual make these and the hundreds of other choices with which each is confronted day after day? The values a person has developed are a large part of the decision making process. Unfortunately, too few people are aware of their values and even fewer are aware of the tremendous impact values have on their lives. This frequently leads to indecision or conflict within one's self when certain decisions are made.

Values may be described as the guiding force in our lives. They are our highest priority. They influence every decision we make and give us self-definition (Curwin and Curwin, 1974). Therefore, it is important that we have a clear idea of what our values are. The process of identifying our values is called "values clarification". Simon and Clark (1975) explain values clarification in the following way:

> Values clarification is a way of examining our lives and determining values that are important to us. It is not a set of morals or ethics. It is not a list of values which we merely memorize and repeat. Values clarification is a process which can help us become more aware of our values--those fixed, and those changing or emerging. (p. 17)

VALUES CLARIFICATION

The outgrowth of values clarification is a person who has greater control over his or her choices and is therefore, a freer and more accepting human being. Teachers who have become involved with values clarification in their classrooms report that a greater calm exists and that students become more cooperative and caring.

There are several ways of viewing values clarification. Some see values within the framework of the needs of individuals (Rucker, Arnspiger, & Brodbeck, 1969: Simpson, 1973). This group of people identifies eight basic needs that must be satisfied. They are: affection, respect, skill, enlightenment, influence, wealth, well being and responsibility. Each person must, through guided help, acquire these value areas for himself or herself. Another way of viewing the basis for valuing is through Lawrence Kohlberg's concept of moral education (Mattox, 1975). Kohlberg has identified six universal stages of moral development. These stages, through which everyone must pass, are:

Stage One:	"Avoid punishment"
Stage Two:	"Self-benefit"
Stage Three:	"Acceptance of others"
Stage Four:	"Maintain the social order"
Stage Five:	"Contract fulfillment"
Stage Six:	"Ethical principle" (p. 22)

(Mattox has developed a concise and meaningful explanation of Kohlberg's theory. Anyone who is interested in knowing more about his theory and its application to problem solving situations should read this book.) These two ways of viewing the valuing process, and in turn, human behavior, are worthy of a closer look by those wanting to become involved in the values clarification process.

The remainder of this section will focus on the processes of valuing as identified by Raths, Harmin and Simon (1966). According to this group, a value is based on Choosing, Prizing and Acting. Choosing includes: choosing freely; choosing from among other alternatives; and choosing after consideration of consequences of each alternative. Prizing includes: being happy with choice and a willingness to publicly affirm choice. Acting includes: doing something with choice and repeating the choice in various situations. Each of these conditions must be present for a value to exist.

Raths, et. al. and Simon, Howe and Kirchenbaum (1972) as well as Simon and Clark (1975) have developed a series of classroom strategies which are helpful in helping students to identify and clarify their true and real values. To be most effective values clarification must become a conscious part of the total classroom experience. Before any activities are conducted, it is important that:

--teachers think through tha process and apply it to their own lives

--an atmosphere of trust and openness exist within the classroom

--students know their ideas will not get them into trouble

--students are seen as thinking, decision making human beings with a right to their own opinions.

--everyone own their own feelings--this means saying "I feel" instead of "Don't you think?"

--each person involved remember: we are helping people clarify their values. Our job is not to tell them what they should believe.

When you are beginning the infusion process, it is important to take one step at a time and to keep in mind that it will take you all a little time to be ready to share really freely. Be patient and don't rush yourself or your students. Keep trying and use lots of "tender loving care".

It is important that you begin with non-threatening activities. This gives students (and you) a chance to try out this new way of revealing their ideas in front of their peers and allows you to focus on the atmosphere. After every activity ask the question "What did you learn about yourself today?" The answer need not be oral, but this opportunity to answer orally should exist each time. Each activity is to be taken seriously. Values clarification is not an isolated, one-shot process, it is an ongoing part of the curriculum.

Values clarification is an exciting educational process. It will open doors you never dreamed possible for both you and your students. Proceed with caring and caution and you will become involved in something which will help make your classroom more productive both in terms of academic growth and personal growth.

VALUES CLARIFICATION

Suggested Values Clarification Activities

Some of the activities are short and will take only a few minutes while others will require an entire class period to process the idea from start to finish. It is important that the conditions listed in the "Values Clarification" section exist before any activities are conducted. It is also important each activity is carried out with a purpose--for students to have the opportunity to explore and clarify their own values.

Students who do not wish to participate in the activity have the right to pass on any question without attention being called to them. Those who choose to pass on items must remember that others have the right to participate, just as they have the right to pass.

References after activity indicate book from which activity was adapted. Complete reference is found following these ideas.

1. Forced Choice: Students respond to the question "Are you more ____________or____________?" by going to the part of the room designated for their choice. Each student then talks with another student on the side of his or her choice about their choices. Time limit: 2 minutes.
   Examples:
   Are you:
   --more like a blue jay or a cardinal?
   --more like ice cream or pie?
   --more like spring or fall?
   --more like a gust or a breeze?
   --more like a racket or a tennis ball?
   Make up more forced-choice items. When students get the idea, have them ask the forced-choice question. (Simon, et. al., 1972)

2. Values Voting: To give students the opportunity to publicly affirm their values, ask "How many of you___________?" questions. Affirmative answers hold hands up; negative answers, thumbs down; undecided, folded arms; those who wish to pass, take no action. Some examples are:
   How many of you:
   --enjoy pizza?
   --have a hobby?
   --are sisters?
   --enjoy watching medical stories on television?
   --have a friend of a different race than your own?

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--think teachers are too easy?
--daydream?
--enjoy walks in the woods?
--have trouble sleeping?
--know the contents of your top dresser drawer?

Voting lists should be limited to about 10 items. Students can make up voting lists, too. (Simon, et. al., 1972)

3. Rank Order: Students gain practice in choosing from alternatives by ranking three or four choices according to their preferences. Write the choices on the board and have six to eight students give their rankings. When students are responding encourage them to name their choices instead of saying "3-2-1" or "I agree with Jane."

Which pet would you rather have
  a horse
  a giraffe
  an elephant

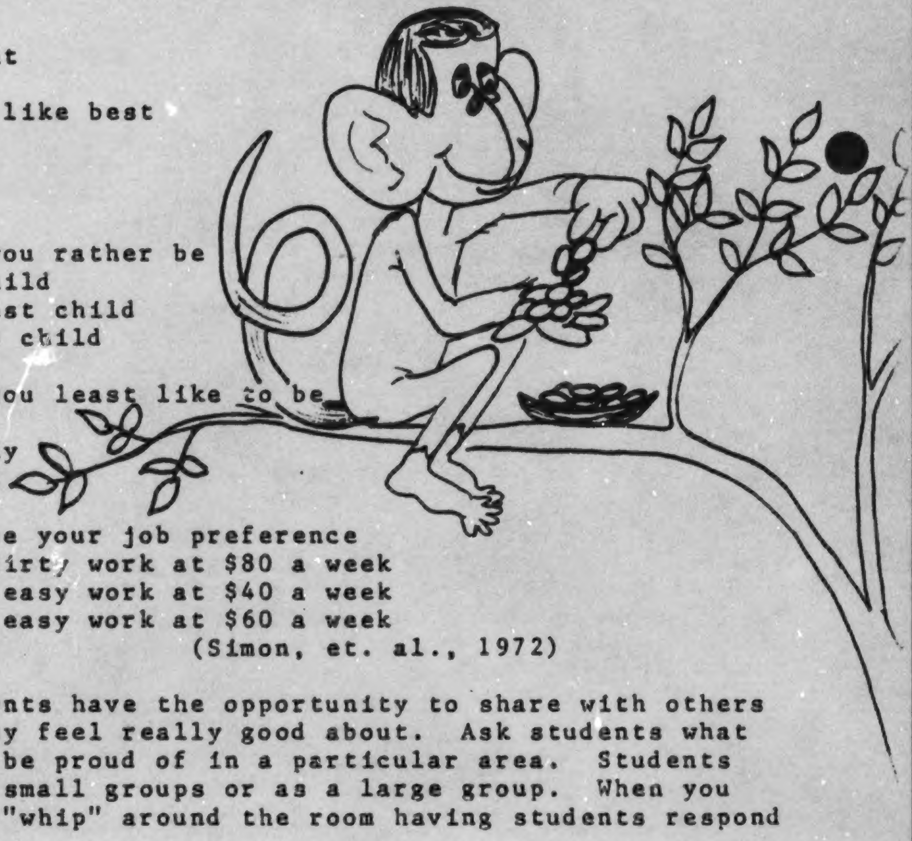
Which do you like best
  Spring
  Summer
  Winter

Which would you rather be
  an only child
  the youngest child
  the oldest child

Which would you least like to be
  very poor
  very sickly
  disfigured

Which would be your job preference
  hard and dirty work at $80 a week
  clean and easy work at $40 a week
  dirty but easy work at $60 a week

(Simon, et. al., 1972)



4. Proud Whip: Students have the opportunity to share with others something they feel really good about. Ask students what they have to be proud of in a particular area. Students may share in small groups or as a large group. When you ask question "whip" around the room having students respond in order.

Sample questions:
  --What is something you are proud of that you decided on your own?
  --What is something you've done to be an important example for a younger child?

--What is something you did for someone else that was extremely tender?

--Tell about a family tradition about which you are proud.

Sample starters for young children:

--I am proud that I learned to____________________.

--I am proud that I can help my family by____________.

--I am proud that my brother______________.

--I am proud when the other kids say that I__________.

--I am proud that I stood up for my friend when_______.

Encourage students to contribute topics for "Proud Whips." (Simon, et. al., 1972)

5. Newspaper of the Self: This activity will stretch over a period of time. Each student will create a newspaper that is reflective of the things that are important to him or her. The newspaper will have the traditional sections and the format will look like that of a real newspaper. Have student think about the following:
   a. logotype: name or trademark
   b. the news: current happenings in his or her life
   c. the features: special feature section focusing on student preferences in books, movies, television
   d. comics: funny things that have happened to student.
   e. sports: any type of competition could receive attention here--not just sports involvement.
   f. editorials: opinions of student--cartoon would be appropriate, too.
   g. classified ads: What is student buying or selling in life, e.g., "Lost--a little bit of honestly when I told my brother I didn't ride his bike (I did)."

   The focus of project should be for students to gain some insight about themselves rather than for a perfect product to be produced. (Curwin & Curwin, 1974)

6. New Planet: Students will plan a new society on a new planet. They will be given a set of extreme alternatives from which to choose the basis of their new society. Divide the class into groups of four or five. Give them the following directions: "You are in charge of the New Planet, looked upon as a possible answer to Earth's overpopulation problems. Before New Planet, similar in environment to Earth, can be inhabited, many decisions must be made regarding its society and culture. Your task is to make the decisions, in full agreement with your group. All members must agree on answers to the following questions:

1. Will there be population control or no population control?
2. Will there be naturally grown food or will it be created by chemical and artificial means?
3. Will the government be run by a single authority, such as a king or dictator, or will it be a democracy run by and for the people?
4. Will there be industrialism or no industrialism?
5. Will there be advanced methods of transportation or will the different communities be isolated?
6. Will there be a uniform culture or many subcultures?
7. Will formal education be compulsory or will each child and family have free choice about going to school?
8. Will there be equal supplies and materials for all or will some get more while others get less?
9. Will there be guns for everyone or no one?
10. Will there be government files on every individual or no files on anyone at all?

Following completion of task have students talk about the way they made the decisions. Refer their decisions to our world by relating them to the United States today. (Curwin & Curwin, 1974)

References

Curwin, R. L. & Curwin, G. Developing individual values in the classroom. Palo Alto, California: LEARNING Handbooks, 1974.

Mattox, B. A. Getting it together. San Diego: Pennant Press, 1975.

Raths, L. E., Harmin, M. & Simon, S. B. Values and teaching. Columbus: Charles E. Merrill Publishing Company, 1966.

Rucker, W. R., Arnspiger, V. C. & Brodbeck, A. J. Human values in education. Dubuque, Iowa: Kendall/Hunt Publishing Co. 1969.

Simon, S. B. & Clark, J. Beginning values clarification. San Diego: Pennant Press, 1975.

Simon, S. B., Howe, L. W. & Kirschenbaum, H. Values clarification. New York: Hart Publishing Company, Inc., 1972.

Simpson, B. K. Becoming aware of values. San Diego: Pennant Press, 1973.

VALUES CLARIFICATION

For additional reading in this area please see the following:

Gysbers, N. C. *Career education methods and processes*. Columbia, Missouri: Instructional Materials Laboratory. University of Missouri-Columbia.

Harmin, M. Kirschenbaum, H. & Simon, S. *Clarifying values through subject matter applications for the classroom*. Minneapolis: Winston Press, 1973.

With the exercise of
self trust,
new powers shall appear;
Ralph Waldo Emerson

CLASSROOM DISCUSSION GROUPS*

Sharing information and experiences is an important part of the life of every student. Being able to talk with others enables individuals to have a greater understanding of each other and in turn a greater understanding of themselves. Being able to listen and to be listened to gives individuals a chance to learn about their own self-worth. Finding one's place in the midst of all the interference of daily classroom activity is often difficult. Being able to hear "Hey, that's a great idea!" or "I'd never thought of it that way" after expressing a personal thought gives people the opportunity to evaluate themselves in a positive way.

The classroom provides an ideal place for these kinds of opportunities to occur. In the class, discussions take place frequently. A look at these discussions will reveal that they are generally one way in nature--the teacher asks the questions and the student answers. If a second student is involved it is usually through the teacher. The structure of the classroom and the number of students in each class often preclude every student having an opportunity to express his or her own opinions. This is especially true in large groups. The individual value of sharing ideas is so important that alternative ways must be sought for providing real classroom discussions in which everyone has an opportunity to hear and be heard, to agree and be agreed with, to challenge and be challenged. One alternative is small group discussions.

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*Adapted from: Gysbers, N. C., Career education methods and processes. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri-Columbia, 1974.

Through structured small group discussions, students can have a safe environment in which to begin understanding and being understood. They will be able to try out new behaviors and to share personal concerns. Feedback from peers about effective/ineffective behaviors is an outcome of people getting together in small groups. Working in groups is an efficient way of sharing information. Small groups foster independence while developing cooperation.

Getting started in small group discussion activities may be a frightening experience. It is possible for all students to develop discussions skills. The complexity, of course, will vary, but it is possible for students at all levels to discuss topics or ideas in groups. Readiness is a key. If on December 2nd a group of 30 students is divided into groups and told to discuss the meaning of Christmas, small group discussions will surely fail. If on the other hand this same group of students is given adequate preparation before being divided into groups and then given a specific task to carry out, they will be on the road to developing skills in discussion. If a group has never participated in small group discussions, they will find it difficult and will need a readiness period.

The following guidelines will help you through the readiness period:

--An atmosphere of trust must be a part of the classroom environment before people are able to share openly.

--Have a clear idea of the basic purposes which will underlie every group meeting, regardless of the topic for discussion. In other words, "What do you and students hope to gain as people as a result of having worked in groups?"

--Students must know what your role and their roles will be in the discussion groups. Generally, you are a coordinator and they are responsible for all that goes on in the group. By allowing them to assume the responsibility for the functioning of the group you are helping to create independence and problem solving skills within the students.

--"If at first you don't succeed, try, try again." It will not be easy at first, but keep trying. Group discussion requires skill and that means practice.

Putting groups into action in the classroom requires thinking through three basic questions. They are:

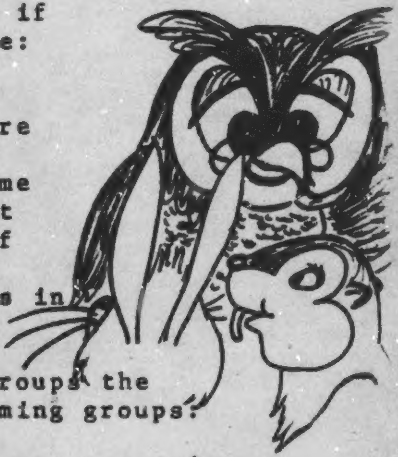
What size should the groups be?
The answer to this will depend upon your needs. Smaller groups (3-4) allow for more individual sharing. Larger groups (8-10) allow for greater variability of ideas. Generally, a group of five is a desireable size. This allows for a blend of everyone participating and a variety of ideas.

How should people be assigned to groups?

1. A key to informal grouping in the classroom is to have students work with people they do not know well. Putting friends together encourages "friend talk" rather than "task talk".

2. For long-term work groups, the best way to

assign people to groups is through sociometrics. Group members must want to work together. The following guidelines should be followed if sociometric information is not available:



a. Put compatible people together.
b. Put isolates in groups where they are accepted by at least one person.
c. Have at least two members of the same sex in each group, although it's not necessary to have an equal number of males and females.
d. Have students with varying abilities in each group.

3. For short-term (eg. one class period) groups the following procedures add variety to forming groups:

a. Give each student a playing card...group according to face value, ie., all 4's in one group, Kings in another.
b. Determine number of groups needed and tape group number under chairs of students before they arrive in class.
c. As students enter room give each a number or other symbol (eg. different colored paper or a different picture to represent each group).

How should the classroom be arranged?
Within each small group each person should be able to see everyone else. There should be enough space between groups so that the distractions are kept at a minimum.

Preparation of students for group participation is vital to the success of classroom discussions. It is important that they know something of what groups are and why they function. They must possess skills of listening, self-expression, critical thinking and empathic understanding. They must know what's expected of them. Not everyone will develop group discussion skills at the same rate. Those students who are secure in their place with their peer group will find it easier to participate in group discussions than will those who are still searching. Understanding and helpful encouragement on the part of everyone will make participation easier for these people.

There are no prescriptions which guarantee that discussions will be successful. Because groups consist of people, they each are a little different. Though this is true, there are some ideas and hints which will help students get started applying their skills to the ongoing group discussion process. A few of these are:

--educator and students must have a "we" feeling...each must feel they are in the learning process together.

--in the beginning topics should not be too "heavy", e.g., deep personal feelings; rather they should deal with topics such as favorite activities or weekend plans.

--use open-ended sentences or brainstorming as "warm-ups".

--talk about the group atmosphere together.

--define the purpose of any group discussion.

--link thoughts and ideas of participants.

--summarize discussion a few minutes before termination.

Caring, understanding and accepting classroom discussions, either in small groups or as one large group, can be exciting experiences for both educators and students. The beginnings are not easy--for either students or educators. Through continued personal involvement in the process, educators and pupils alike will develop their skills and the outcome will be enriching for all!

CLASSROOM DISCUSSION GROUPS

Special Note: Many of the ideas contained within this section are a result of personal conversations with Sandra W. Gautt, Department of Special Education, University of Missouri-Columbia and the utilization of the "Social Interaction Skills Program" co-developed by Dr. Gautt, Maurine Kukic, U. S. Office of Education and Cheri Howard, University of Missouri-Columbia. The "SIS" Program was sponsored by Project PRIME through a U. S. Office of Education grant.

For additional reading in this area see any of the following resources:

Anderson, J. L., et. al. *Focus on self-development, stage one: Awareness*, Chicago: Science Research Associates, 1970. (see especially pp. 148-173)

Dinkmeyer, D. *Developing understanding of self and others, D-1 manual*, Circle Pines, Minnesota: American Guidance Service, Inc., 1970

Flynn, E. W. & LaFaso, J. F. *Group discussion as learning process: A sourcebook*. New York: Paulist Press, 1972.

Gronlund, N. E. *Sociometry in the classroom*. New York: Harper and Row, 1959.

Gysbers, N. C. *Career education methods and processes*. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri-Columbis, 1974.

Palomares, U. & Ball, G. *Magic circle, and overview of the human development program*. San Diego: Human Development Training Institute, 1974.

Rose, S. *Treating children in groups: A behavioral approach*. San Francisco: Jossey-Bass, 1972.

BRAINSTORMING AND CONSENSUS FORMATION AS CLASSROOM TECHNIQUES

Brainstorming and consensus formation are vital processes in mutual decision making/problem solving. Brainstorming leads into the process of consensus formation. Without consensus formation the process of brainstorming does only half the job--no decision is reached. Thomas Gordon (1970) has developed a six step procedure for "No-lose" problem solving which incorporates brainstorming & consensus formation. His six steps are:

Step 1. Identifying and defining the conflict
Step 2. Generating possible alternative solutions
Step 3. Evaluating the alternative solutions
Step 4. Deciding on the most acceptable solution
Step 5. Working out ways of implementing the solution
Step 6. Following up to evaluate how it worked (p. 237)

Although Gordon utilizes the procedure as a conflict resolution technique, the procedure can be adapted for use in group decision making techniques.

In this section brainstorming, which encompasses the first two steps of Gordon's procedure, will be discussed first. This will be followed by a discussion of the process of consensus formation which parallels the third, fourth and fifth steps of the mutual problem solving method. Finally, follow-up procedures which correspond with the sixth step in problem solving will be discussed.

Brainstorming

One of the most effective ways of generating ideas in a group is brainstorming. It can expand creative thinking as well as assist in developing self-valuing of personal ideas. Brainstorming is a non-threatening way of developing acceptance of other's ideas. It allows individuals to gain confidence in expressing themselves before a group. It can be used to create solutions to a problem of conflict or it can be used by two people (maybe even one) or it may be used by a group of twenty or more.

Through the technique of brainstorming it is likely that the most brilliant of ideas will develop. The seed that one person plants can grow into a full-blown idea through brainstorming. Through brainstorming, ideas that are truly effective and some that aren't so effective have a chance for exploration.

As well as being effective for individual human growth and for the generation of ideas, brainstorming is a way to develop a sense of cooperation among the group. In brainstorming the focus is on the solution of the situation or problem at hand, rather than on the competitiveness of the individuals involved. It is a way of creating an openness with others and a freedom of thought within the group.

Brainstorming, while a process, is also a skill and like any other skill must be developed. Practice is mandatory to help each participant become skilled at the process. The misconception that groups can't make decisions is a result of people in groups not practicing the skill before a major decision is to be made.

The mutual problem solving/decision making process is based on five basic ideas which must be accepted as truths before the process can be successful. These are:

BRAINSTROMING AND CONSENSUS FORMATION AS CLASSROOM TECHNIQUES

1. When a problem or decision is presented to the group there is no predetermined solution--the sky's the limit as far as possible outcomes are concerned.
2. What's right for one group may not be right for another group. Two groups may brainstorm the same topic and each come up with a different outcome--an outcome may be right for one but not right for the other.
3. A decision made mutually is more likely to be carried out than one in which only one person has a part.
4. A group made decision or solution is better than one made by only one person. Many ideas can be explored to be sure that the best of all decisions or solutions has been made.
5. A mutually made decision or solution will require less reinforcement or fewer reminders in the implementation process.

Success in brainstorming requires rigid adherence to several ground rules. They should be gone over thoroughly when the process is introduced and reviewed each time it is used. It would be helpful to make a big chart stating the ground rules; it is wise to have the rules visible to all during each brainstorming session. The ground rules for generating ideas are:

1. Evaluation is taboo. This means no positive or negative evaluation. Saying "That's a great idea!" or "Uh huh!" can be as inhibiting to some group members as "That'll never work!" can be to others. Acceptance and respect for all start here.
2. All ideas are accepted. In brainstorming every idea is included. Encourage a free thinking atmosphere and along with this encourage wild and creative ideas. This is where innovative solutions are born.

3. Aim for a million. Quantity of ideas is the key in brainstorming. In the brainstorming process quality is not mentioned and quantity is emphasized. The more ideas, the better. This encourages participation without the fear of failure.

4. Expand on other's ideas. Participants should feel free to use another person's ideas as seeds for their own ideas. Often when one person says something it triggers an idea in another's mind. This mutual sharing should be encouraged. In addition to generating more ideas, it is also a place where cooperation and collaboration among class members begins.

5. Write every idea down. Writing each idea down not only serves as a reminder of what's been said, but also shows acceptance of every idea as worthy of consideration. The recorder must write the ideas as closely as possible to what the contributor said. No interjection of the recorder's feelings. A large sheet of paper and a porous-tipped pen are valuable resources here. Writing ideas so that all can see helps to maintain involvement.

6. Set a time limit. Five to ten minutes is ample time for most topics. Once the time limit has been established stick to it. Working in competition with the clock will help people focus on quantity rather than quality. A kitchen timer is an effective tool to use. Using a timer frees the coordinator to oversee the process and to help people adhere to the ground rules.

7. Hand raising is out. To maintain the free flow of ideas handraising and "calling on people" are out. It is often effective if the recorder does not even look at the group but just "stands ready" to write as ideas flow.

It won't be easy at first. Group members will be tempted to smile, frown or make comments as ideas are presented. They will be reluctant to contribute half-developed ideas. Recorders will be tempted to say "Do you mean?" when someone contributes an idea they don't understand or with which they don't agree. Practice will facilitate the strengthening of the skill.

TOPICS FOR BRAINSTORMING

The following list offers some suggestions for practicing the skill of brainstorming. They may also be used as warm-up topics each time you use brainstorming. The time limit should be short --no more than three minutes. Post the ground rules and you're ready to start!

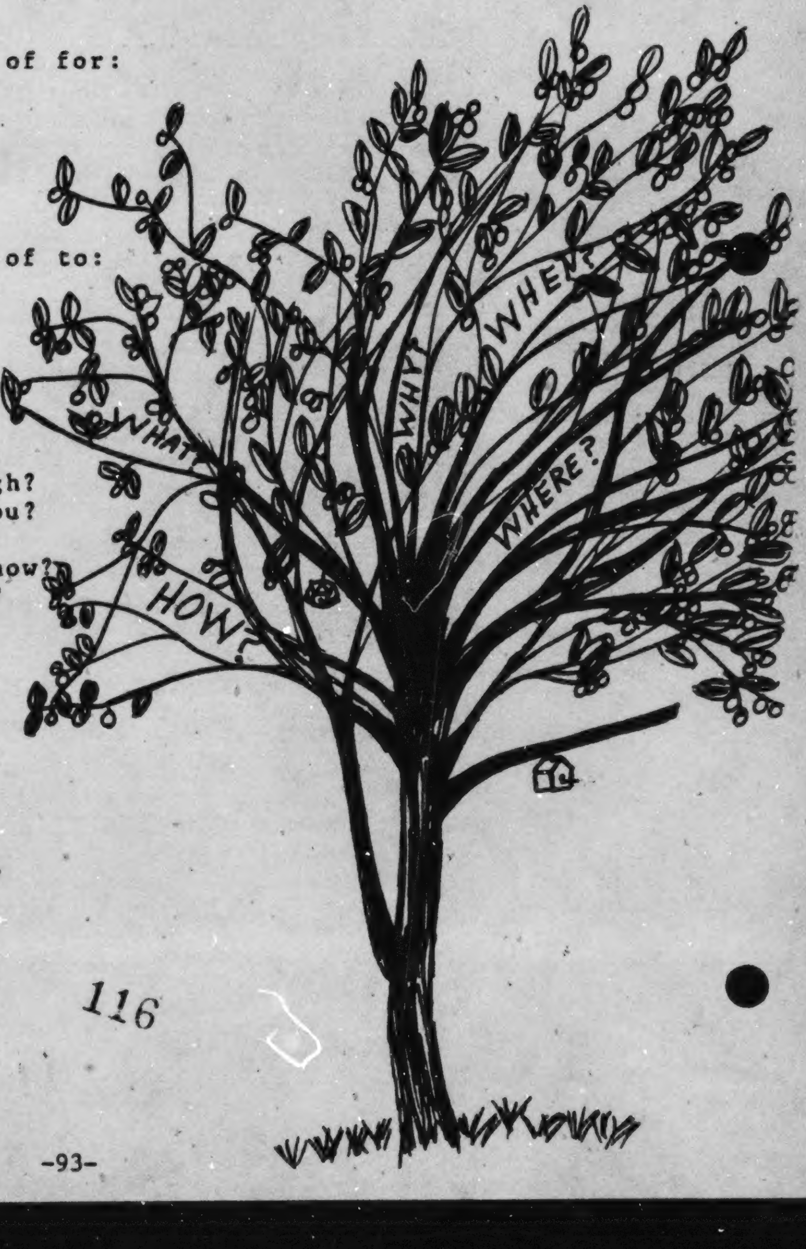
How many uses can you think of for:
- a paper clip?
- a newspaper?
- a desk?
- a brick?
- an eraser?

How many ways can you think of to:
- keep a shoe on?
- blow bubbles?
- save money?
- save gas?
- serve a bagel?

What people does it take to:
- put a phone call through?
- provide potatoes for you?
- keep a bank operating?
- produce a television show?
- deliver a pizza to you?

What are the things:
- a friend does?
- a mother does?
- a father does?
- a teacher does?
- a neighbor does?

How could you:
- get from here to there?
- send a greeting?
- wrap a package?
- give directions?
- lose weight?


WHAT?
WHY?
WHEN?
WHERE?
HOW?

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BRAINSTORMING AND CONSENSUS FORMATION AS CLASSROOM TECHNIQUES

Consensus Formation

The process of consensus formation is a logical follow-through for the process of brainstorming. Through brainstorming, ideas are generated. Through consensus formation, decisions about the ideas generated are made. This process is similar to the third and fourth steps in Gordon's (1974) process of problem solving. It is here that evaluation enters the picture and quality becomes important. The ideas generated through brainstorming are evaluated and the best one is selected for implementation. The following procedure for consensus formation is adapted from Gordon's work (1970, 1974).

Gordon (1974) has identified seven helpful guidelines to follow during the evaluation process. They are as follows:

a. Start the process with another open-ended question--e.g., "What do you think about each of these ideas? Which are the best?"

b. Cross off the list any solution that produces a negative rating from anyone for whatever reason.

c. Use a lot of active listening to be sure that all participants accurately understand the opinions and feelings expressed.

d. Do not hesitate to state your own opinions and preferences. Do not permit a solution to stand if it is not really acceptable to you.

e. Use I-messages to state your feelings--e.g., "I couldn't accept that idea because..."or "I don't feel comfortable with that solution because...."

> f. Now is the time for documentation and analysis. Encourage participants to advocate their proposals, to tell the group why their ideas have merit. You can argue the case for your favorite solutions, too!
>
> g. Do not rush! Unless it is obvious that everyone agrees to one solution, take the time to let everyone have his (or her) say. If some of the participants have not spoken, encourage them with an I-message--e.g., I haven't heard from everyone and I'm curious about all our feelings. (p. 231)

In the early stages of learning this process students may be on the lookout for signs of authoritarian decision making. Take special care at first that you communicate acceptance to each person. When you express your opinion, follow the suggestion in "e" to be sure that students know your feelings.

When the list of solutions has been evaluated it may be that one best solution has naturally evolved. If this is the case, you're ready to decide how to implement the solution. If several ideas remain as seeming to be equally effective then additional discussion must take place.

At this stage it will be tempting to say something like "We've got three pretty good ideas here--let's vote on the one we want to choose." VOTING IS TABOO! Someone always loses when a vote is taken. This diminishes commitment to the final decision--in fact, it may even mean that someone will sabotage the success of the implementation process. If you can't vote, what can you do? The following ideas from Gordon (1974) will help move the group toward successful consensus formation:

> Test the proposed solutions. Ask students to imagine how each solution would work if it were chosen. "If we tried this idea what do you think would happen?" "Would everyone be satisfied?" "Do you think we would have solved our problem?" "Are there any flaws?" "Where would we possibly fail?"
>
> Work toward consensus. Do not adopt a solution until everyone agrees to at least try it. Try to sense when agreement is close, The best way to test for consensus is to say, "It seems we all agree on number three. Does anyone not agree?" And keep the decision tentative. Ask the group if they would be willing to try out number three to see if it works: "I'm willing to try this out, how about you?" This helps students understand that their decision will not be cast in bronze, that they can always reconsider and change it if it turns out that it is not the best.
>
> Write down the agreed upon solution. Some teachers ask all participants to sign a written statement, much like a contract, to indicate that they understand its conditions and terms and agree to them. If someone hesitates when it comes time to sign, you know that you have not yet achieved consensus. If this happens, tune in to the student's feelings. Do not allow anyone to give in to group pressure, to capitulate, to be submissive. Be sensitive to student messages that may indicate less than positive feelings about a solution. Get feedback. Check them out. Grudging submission is not consensus. (p. 232)

If it is still not possible to arrive at a consensus after these procedures have been tried, some other factors must be taken into consideration. Even though the remaining ideas on your list appear good, it may be there's something about each one that is not acceptable to one or more people. This should be dealt with in an open way. Perhaps they can be modified in some way. If this doesn't seem possible go back to the brainstorming process and generate some more ideas, then proceed through each of the steps, making sure that each group member is assuming his or her responsibility in the mutual problem solving/decision making process. If a solution still is not reached keep trying alternatives. Let the group know you're concerned about not reaching agreement. Search out the possibility of a "hidden agenda". Perhaps the problem should be tabled until later. Don't give up. Keep talking and thinking together. A mutual decision can be reached. The first time may be difficult but as each becomes skilled in the process it will become easier.

The process of group consensus is used by the Institute for Development of Educational Activities (/I/D/E/A) in its work with educators during "We Agree" workshops. These workshops are a part of training for involvement in Individually Guided Education (I.G.E.). They have developed the following guidelines which are designed to help group leaders facilitate consensus formation. Though they are designed for educator groups rather than classroom groups, they are included here because they can be adapted for use in the classroom.

a. The group leader can keep the goal--group consensus--clear and foremost in the minds of the group members, by reminders when needed and by clear statements of the group goals before the problem is tackled.

b. The group leader can move the discussion to a higher level of generality, if it seems that agreement is impossible at the present level. Example: The leader might say: "Okay, now Jane feels that three parent conferences should be held a year and Robert thinks there should be no less than four, and we're stuck there. Let's back up a step and see if we can agree on a more general statement: 'Teachers should meet with parents several times a year.' Can we all agree to that?"

Remember: General ideas unite, specifics divide. If disagreements are irreconcilable, move the discussion to the next level of generality.

c. The group leader can change the subject altogether. He can, in fact, direct the group to consider why they are having so much trouble establishing some common ground.

d. The group leader can ask group members to collect their ideas into several categories. This will help to narrow the focus of the discussion and make agreement possible.

e. If the discussion is stalled, the group leader should have the group stop to establish some criteria by which it will be able to continue. If, for example, the group is stymied over the problem of what kind of a sports program it wants to have, perhaps the group should step back and first decide on the criteria by which it feels a good sports program is judged.

f. The group leader may decide to stop the discussion altogether and give group members additional time in which to think about the issue. (Kinghorn & Benham, 1973, p. 24-25)

Once a solution is decided upon it must be put into action. It is important that this be a real part of the total technique of mutual problem solving. The outcomes of this part must be specific. When will the decision be implemented? Are there any preparations that must be made? Who will be responsible? In other words, deciding who does what and when is the goal for this part of the process.

The final step in the total technique is that of follow-up. Finding out how the solution or decision is working will determine the effectiveness of the mutual problem solving/decision making process. If it appears that the decision is not being effectively implemented, several things might be considered:

a. Are students _trying_ to carry out a decision because they think a decision made must be kept no matter what? Help them to see that a part of the process is the evaluation of decisions, discarding ones that are ineffective and then searching for decisions that _are_ effective.

b. Were students committed to the decision or the process? Perhaps the original commitment was unrealistic but no one realized it because of their involvement in the process.

c. Has the situation changed, thus making the decision unrealistic?

In evaluating how effectively decisions are working it is important to remember:

DECISIONS ARE REVERSIBLE!!!

It is also most important to remember that it is decisions that are ineffective not the students!

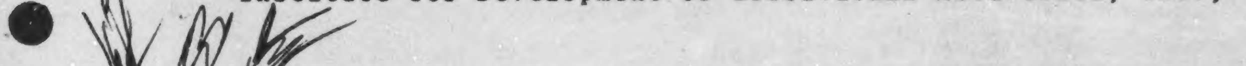
As you work through this procedure keep in mind that some of the steps may not be necessary for you and your group. They are all provided so that someone who has not had experience with this way of teaching will have some security in his or her first venture into mutual problem solving/decision making. It is an exciting process--"Try it--you (and your students) will like it!"

References

Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, Inc., 1970

Gordon, T. Teacher effectiveness training. New York: Peter H. Wyden, Inc., 1974.

Kinghorn, J. R. & Benham, B. The we agree workshop. Dayton: Institute for Development of Educational Activities, Inc., 1973.



ROLE PLAYING

Role playing has been around for many years and has been used in a wide variety of settings. It has been used in labor disputes so that each side could begin to see the other's feelings. It has been used in psychotherapy to help individuals try out new behaviors. It has been used in kindergarten classrooms to let students become dancing clowns or courageous lion tamers. It has been used in senior high classrooms to allow students to experience a Civil War battle. From the most sophisticated to the most informal the end result is the same--people beginning to know what it would be like to be different than they are.

Role playing is exactly what the name implies--playing a role, a role that is not the player's usual role. It may be a real or a fictitious role. The situation played may be a real or fictitious one. Because the student is playing a role different than his or her own role, the actions can be objectively analyzed both by the player-student and the observers. Role playing provides the opportunity for students to air their feelings without fear of reprisal. They are encouraged to be frank and spontaneous.

Role playing may be used for a broad range of purposes from examining group or individual problems to "trying on" a worker role. It brings life situations into the classroom for close scrutiny. This is why it is important to the process of infusing Career Education into the curriculum. It is another way of looking at and experiencing life.

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ROLE PLAYING

Several people have written in the area of role play (Chesler and Fox, 1966: Dinkmeyer, 1973; Michels and Hatcher, 1975). Each has suggested certain conditions that must be present for successful role play. They have also identified steps to follow when carrying out the role play process in the classroom. The following is an adaptation and compilation of their ideas. For a more detailed description please see their books or articles.

It is important to consider several things before entering into role play process with students. These conditions or guidelines are vital to its success. They are:

1. The classroom atmosphere must be open and accepting. Students must be supportive of each other.
2. The player-students must have some knowledge of the situation and the role they are playing.
3. The situations should not be threatening to personal privacy. Focus activities on typical behaviors and problems.
4. Start small. Help class warm-up to role playing process by having them play charades or some creative dramatics activities.
5. The role play process should be a part of the overall instructional program and should not serve as an end in itself.
6. Pay close attention to the length of the total role play session, from introduction through discussion and reenactment. The following are suggested time limits for various age groups:

ROLE PLAYING

lower elementary	15-20 minutes
upper elementary	20-30 minutes
secondary	45-60 minutes

Remember: stopping an activity while students are still interested will help them want to participate next time.

The following are the steps to be followed each time a role play situation takes place. Each is important and can mean the success or failure of the process.

1. Preparation
   --warm-up class
   --identify situation
   --select participants
   --prepare audience--are they to watch for specific things or to be general observers

2. Action
   --allow enough time for students to get into role
   --if prompting MUST occur refer to character, not player personally

3. Discussion
   --bring students back to reality--break from role
   --player and/or audience can contribute to discussion
   --assure that all comments are directed to role
   --analyze actions--talk together about strong and weak points of portrayal. Get opinions of players first

4. Reenactment
   --give opportunity for players to reenact their role play situation so that they may incorporate ideas from discussion into action.
   --encourage new or different methods of problem solving

ROLE PLAYING

Ideas for Role Play

Show what you would do if:

--you dropped a bottle of soda on the grocery store floor... and it broke.
--you had a blister on your heel and were late to school.
--a man gave you a check for $1,000,000.
--you're about ready to go on an exciting date and your parents tell you you have to be in earlier than you want to be.

How would you feel if:

--someone invites you to share a pizza after school?
--the doorbell rings and there, for you, is a great big package?
--someone ruins your favorite book?
--you get a letter saying you have not been accepted by the summer camp of your choice?

You and a friend are walking by a fruit stand. He tries to get you to take something. What do you do?

You want to make friends with a specific person. What do you do?

You know that someone is looking at your paper during an exam. What do you do?

You have just found out that your parents are getting a divorce. Your best friend is coming up the walk. How would you react?

How does:

--a doctor feel about patients?
--a police officer feel about teenagers?
--a judge feel about criminals?
--a girl feel about boys?
--a boy feel about girls?

CREATIVE DRAMATICS

A process related to role play is creative dramatics. It can be used as a warm-up to full blown role play activities. Even though creative dramatics is a part of role play, it is not role play. Role play is concerned with communication between audience and player, or player and player, whereas creative dramatics is primarily concerned with communication with self. The overall goal of creative dramatics and role play is the same. That is: "To develop more effective human beings." Creative drama is mentioned here because of its helpfulness in facilitating warm-up for role play.

Ideas for Practicing Creative Dramatics

Pretend you are eating:
--a caramel
--an apple
--a juicy orange
--an ice cube

Be:
--an ice cube melting
--a popcorn machine
--a street sweeper
--a puppet
--the biggest thing ever
--the smallest thing ever

Play with:
--an invisible ball
--a little child
--a grown-up
--a balloon
--a hot potato
--a water balloon

Walk on:
--marshmallows
--nails
--ice cubes
--a sticky floor
--sugar
--light bulbs
--eggs

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CREATIVE DRAMATICS

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Chesler, M. & Fox, R. Role-playing methods in the classroom. Chicago: Science Research Associates, 1966.

Dinkmeyer, D. Developing understanding of self and others manual. Circle Pines, Minnesota: American Guidance Service, Inc.

Michels, T. J. and Hatcher, N. C. Sociodrama in the classroom. In D. Read & S. B. Simon (Eds.). Humanistic education sourcebook. Englewood Cliffs: Prentice-Hall, Inc., 1975.

For additional reading in this area please see the following:

Davis, G., Helfert, C., & Shapiro, G. Let's be an ice cream machine! Creative dramatics. In D. Read & S. G. Simon (Eds.), Humanistic education source book. Englewood Cliffs: Prentice-Hall, Inc., 1975.

WORLD OF WORK EXPLORATION*

Exploration of the World of Work and Workers will be exciting for both you and your students. You will discover jobs you don't know exist. You will discover varying reasons for working. You will begin thinking more about your own life career decisions--past, present and future. As you and your students begin exploring there are several process skills which are essential to maximizing your experiences and learning. Meeting and talking with people in the World of Work and Workers necessitates that pupils feel at ease with the process of interviewing. This requires that students acquire the skills necessary for appropriately asking and responding to questions. The second process, preparing for and taking field trips, has been a part of teachers' planning for years. They are also a vital part of infusing Career Education into your curriculum. With a few changes in overall focus you will be able to facilitate personalization of field trip opportunities for both yourself and your pupils. A third process, classroom visits by resource persons, enables you and your students to explore the world of work without leaving your classroom. Student-planned presentations mean that pupils will assume a greater responsibility in planning interesting class presentations. In turn, this means that you

(*Adapted from Gysbers, N. C. Career education methods and processes. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri-Columbia, 1974.)

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will have to assist students in gaining the skills necessary for planning and making their presentations. Each of these processes will be explained briefly on this and the following pages.

Interviewing

Throughout their lives students will be seeking information from the world around them. Skillful use of questions (interviewing) will help them with information seeking in all aspects of their lives.

Students are natural question askers. This may make it appear that they shouldn't have to be taught the skill of interviewing. Even though they are natural question askers they must be taught the refinement of the skill. Interviewing is a developmental skill and must be taught sequentially. The goal is for students to be able to participate in an interview using the conversation as a guide rather than relying on a set of written questions to provide basis for conversation. An early start on activities leading toward this goal will see it fully developed by twelfth grade.

There are two types of interviews--an individual interview and a group interview. For those new to the interviewing process, the group interview is the most reasonable. The individual interview means that the interviewer has full responsibility for the interview. Thus, it is important that a high level of skill be developed before this is undertaken.

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Interviewing requires that students go through several cognitive processes. They must ask the question and then be ready to receive an answer. When the answer is received it must be reviewed so that an appropriate response can be made. This all must occur in a split second's time. It is important that this process be considered when teaching students to interview. Once the interview is completed the student must synthesize the information gained. This means relating it to his or her past experiences. Once the information is synthesized it must be generalized to others and other experiences. As new situations arise the interviewer must be able to relate the information when appropriate.

It is clear that interviewing is not a simple process of asking questions. It is a skill that must be systematically taught. Some related skills students will need to master in order to become successful interviewers are as follows:

1. Use of media: Students must be able to record the interview in some manner. This may be done through use of tape recorders, note-taking, and/or cameras. The operation of each requires skill and must be practices so that it is an aid in an interview rather than a burden.

2. Communication Skills: Students must be able to communicate with the interviewee in a way that makes him or her feel comfortable. They must learn how to handle "Yes" and "No" answers so they can get maximum information. In addition they must develop skill at keeping the interview focused on the subject.

3. Summarizing: Students must know how to sift through information they gain in the interview so that it can be put into a concise and meaningful form.

4. Reporting: Students must be able to report the information gained. This might mean a large or small group presentation.

Conducting an Interview with a Worker

During any interview with a worker questioning should focus on four general areas:

1. Job tasks: What is required of the worker at the work site?
2. Attitude toward work: How does the worker feel about his or her job? What are the disadvantages and advantages about the job?
3. Preparation required: What kind of training is needed to get the job?
4. Lifestyle: What kind of lifestyle might one expect to have in this job? What is the beginning/maximum salary? What kind of hours does the job require?

When preparing for an interview, either in class or out of class, it is wise to have a prepared list of questions that will guide the students as they are interviewing. It is also helpful to the person being interviewed if he or she has a list of questions that might be asked prior to the interview.

Once students get started with the interviewing process, they will use the skill in all sorts of situations. It is truly a life-time skill...one that will help them learn about themselves as well as the people they live and work with.

Interview Questions

The questions below may be asked in any order. The sequence in which they are typed is not meant to impose an artificial structure on the interview. They merely serve as a springboard for involvement and active participation.

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).
2. Why did you take this job? Did others agree with your thinking? Who was most influential? As you look back to your youth, who was a significant person to you? Have you ever told this person about the importance of his help to you?
3. What tools do you use? Can you show them? Is there a special way of talking about your work? Do we have to learn new language? A new code?
4. Was this your first job choice? How many times did you change your mind about what you wanted to do before your present job? Why?
5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why? Are there any hazards to your job?
6. Who depends upon your work? Upon whom do you depend for what you do? How do you feel about them?
7. What experiences on this job might prepare you for some other kinds of jobs should you ever want to change? Are you taking special training now?
8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?
9. What inventions could put you out of work? What inventions could make more of a demand for what you do? (This line of questioning should not be used with all visitors).

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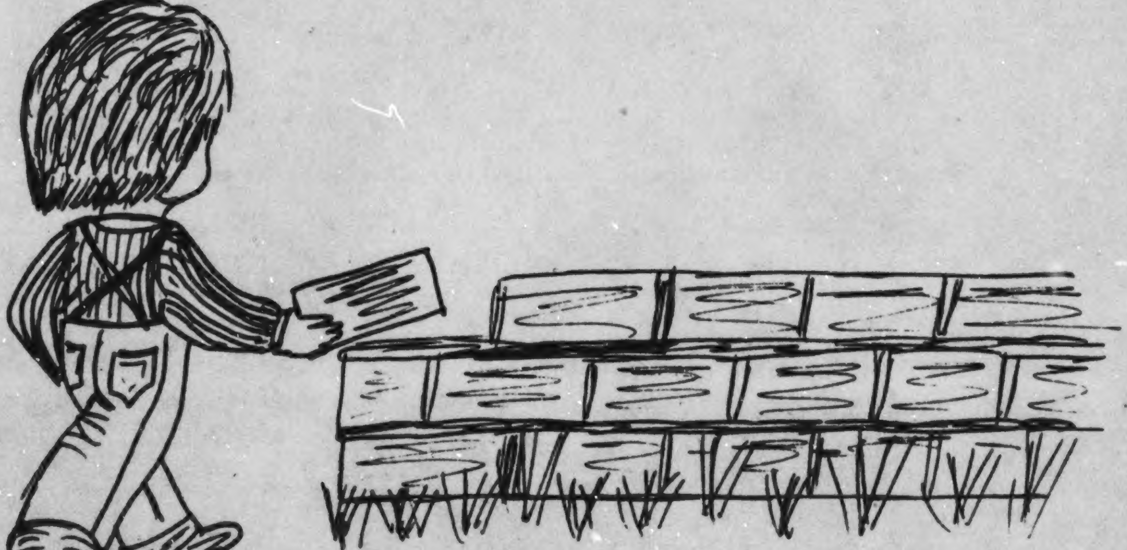
10. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas? (These questions should be carefully screened if severe lay-offs are current).

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a person earn in this kind of work? (Under $5,000, $5,000 to $10,000--an estimate so the children can get an idea). Is there a chance of getting a lot of money all at once? Of losing a lot of money quickly?

13. When does your boss compliment you? (Or when do you compliment your employees?) When are people fired?



Interview With Parents, Neighbors and Friends Or Someone in Your Occupational Choice

1. What kind of work do you do?

2. Do you like you job?

   Why?

   Why Not?

3. If you had your choice would you choose this job again?

4. How did you get the job?

5. How much education did you need to get this job?

6. Would you be able to get this job now with the same amount of education?

7. Would you change jobs now for a better salary?

8. Would you change jobs now for better conditions, same salary?

9 What kind of a job would you like for your children to get?

10. Do you think that earning a lot of money is the most important thing to consider when you are looking for a job?

11. What is the most important thing to consider when you are looking for a job?

12. What advice would you give me about my future?

References

For more information about the interviewing process see the following:

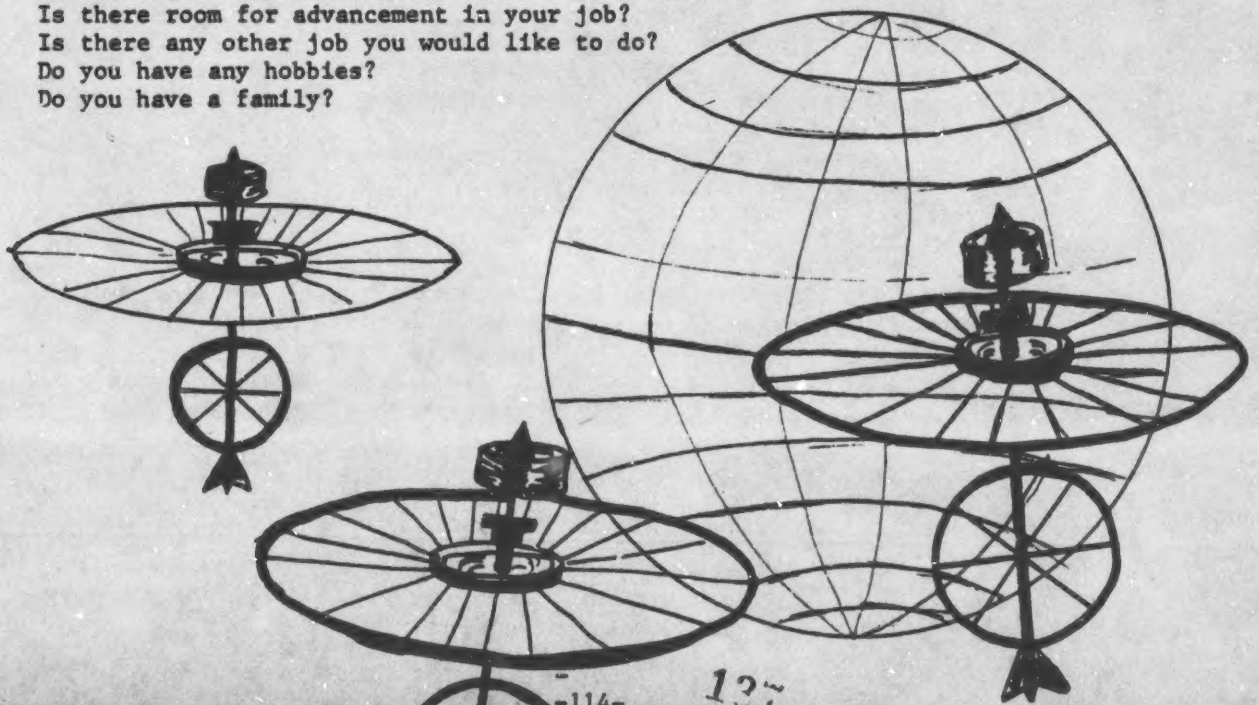
Gysbers, N. C. Career education: 7-12 methods and processes. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri-Columbia, 1976.

Wernick, Walter Teaching for Career Development in the Elementary School. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

WORLD OF WORK EXPLORATION

Sample Interview Questions

Name of occupation?
What type of work is done on the job?
What type of education is necessary for this kind of work?
Is any special training needed?
Are there any special qualities necessary for this job?
How do you use reading in your job?
What tools do you use in your work?
What type of uniform do you wear?
Are there any limitations on your job?
(i.e. age, sex, height, weight)
Why did you enter the field?
How do you use_____________in your work? (fill in appropriate subject)
What other jobs have you held prior to this one?
What part of your job do you like best?
What part of your work do you wish you did not have to do?
Are there any hazards in your work?
Are you expected to work overtime?
Are you paid for overtime?
What extra activities are you expected to participate in that are not specifically a part of your job?
What hours do you work?
What kind of fringe benefits do you have in your work?
Who depends on your work?
What changes have taken place in your job recently?
Is there room for advancement in your job?
Is there any other job you would like to do?
Do you have any hobbies?
Do you have a family?



WORLD OF WORK EXPLORATION

Field Trips

Traditionally field trips have focused on products being produced, e.g., classes have gone to the bakery to see how bread is baked. With Career Education the focus is on the people as well as the product. Observing a worker first hand is a way of having students begin to identify the kinds of things they might like to do. Field trips are ways of bringing life-centered activities into the classroom.

With increased gasoline prices and school budget cuts, it may be necessary to reduce the field trips a class ordinarily takes. This situation calls upon the creativity of the teachers and students to think of alternatives. The following are possibilities:

--Take a walking tour of community. Visit a specific worksite.

--Consider a full fledged field trip to another part of the school. Students use the library every day, but do they know what a librarian does? Breaking into interest groups will help cut down on congestion in one place. It also allows for more personalized learning to take place.

--Watch for workers around the building. Look for people like truck drivers and repair people. When possible, talk with worker.

--Encourage individuals to take field trips on their own or with their family. Help students plan for this.

Think of some more field trips that use human energy instead of natural resource energy.

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Planning for field trips is very important. Taking field trips that encourage students to talk with workers means someone will have to talk to someone at the worksite to be visited to make these arrangements. It is also important that classroom planning take place. The following steps are suggested as a guide to planning for field trips:

- I. Decide to take a field trip
    - A. Identify site (where going)
    - B. Identify participants (who's going)
- II. Make physical arrangements
    - A. Obtain permission from the principal
    - B. Contact and obtain permission from the person in charge of the place to be visited
    - C. Obtain permission for pupils to go on field trip from parents or guardians
    - D. Arrange for bus or for parents to drive if place to be visited is not within immediately community
- III. Plan details of visit
    - A. Pre-trip planning
        - 1. Gather factual background information
            - a. from books
            - b. from resource persons
            - c. from filmstrips/movies
        - 2. Talk with pupils about expectations of trip
            - a. workers to be seen
            - b. tasks performed by workers
            - c. product produced
        - 3. List anticipated questions
        - 4. Decide how information will be recorded
        - 5. Discuss specific details
            - a. time and date of field trip
            - b. method of transportation
            - c. individual responsibilities
            - d. special needs
                - 1. clothing
                - 2. food
                - 3. equipment or tools

B. Post-trip planning
  1. React to field trip
    a. discuss expectations of field trip and compare with actual experiences
    b. select group to make written reactions to field trip
    c. select group to write a note of appreciation
  2. Extend and share field trip experiences
    a. gather information to answer questions that arose as a result of the new experience
    b. write stories, create songs and plays
    c. make charts, murals, booklets
    d. plan three dimensional display

Careful planning will lead to a world of work experience that will be valuable for all involved.

Classroom Visits by Resource Persons

Inviting resource persons to the classroom provides an opportunity for exploration of the world of work without leaving the school building. Most of the procedures that are followed in planning field trips will be applicable to planning for people coming into the classroom. Inviting people into the classroom to talk with educators and pupils serves a two-fold purpose--it provides opportunity for getting more personally acquainted with people in the world of work and it provides opportunity for people in the world of work to visit a school to see first hand what's happening in education today.

People representative of a variety of occupations will be invited to visit the classroom. It has been common for teachers

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to invite dentists, nurses, and fire fighters, but seldom are garage mechanics, morticians and back hoe operators asked to talk with classes. Being asked to speak to a class about their work, helps to improve the worker's self/work concept.

When students are first beginning to put their interviewing skills to work, classroom visits by resource persons will enable them to try their new skill free from distractions. These visits will facilitate the students' becoming comfortable with all types of world of work explorations.

In order to develop a file of people who are available to serve as resource persons, send a questionnaire home with the students. When forms have been returned and compiled, be sure that you plan for a way to let those who volunteered know what your plans are. If it is going to be six months before you invite them in, let them know.

Not only is it important for classroom resource people to have an idea of when they may expect to be invited, it is also important that they know what is expected of them when they visit.

Advance preparation is as important when resource persons are coming to classroom as it is when you are going out of the classroom. The plan for field trips may be adapted for use when a resource person is visiting the classroom.

Student Planned Presentations*

When students have completed a particular world of work exploration, they will need some way of communicating their findings to others. This can either be an exciting part of the world of work exploration or it can be a very dry and anti-climactic part. Picture for a moment the students making their presentations to the class. What media are they using? Unless they are using media such as the overhead projector, slides and/or filmstrips they've made, the tape recorder, pictures they've taken, posters they've created or simulations as a part of their presentations they are not utilizing their own creative presentation potential and chances are their presentations are something less than exciting. Students can learn to make presentations that are interesting and worthwhile to listen to or look at. The key is they can LEARN... which in turn means they must be taught. Teachers as facilitators of students' growth are responsible for providing them with opportunities to learn.

Teaching students techniques for the operation and utilization of variety of types of media for communicating ideas frees them to take more responsibility for their own learning. Individual differences may be met through students choosing the media or medium with which they feel most comfortable.

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*The material in this section is adapted from material contained in the "Learner Managed Media Kit" developed by Arni T. Dunathan and Edward L. Meyen and copyrighted by Learning Designs, Inc.

An important consideration in planning for presentations is that not all information is appropriate for all students. Thus, it is not necessary that all pupils hear or see each of their classmates' presentations. The choice of who will observe a presentation will be a mutual decision made by teachers and individual students. The teacher and/or students may decide that some of the information is valuable to one person, a small group, the whole class or all classes in a particular grade level. Presentations, therefore, may be made to one other person, to a small group or to a large group. This idea should be kept in mind as pupils are planning their presentations.

An important part of each of the world of work exploration components has been the planning stage. It is no less important in student-planned presentations. The preliminary steps in the planning stage involve asking the following questions:

--What will be presented?
--Who will be the audience?
--How will information be presented?
--Where will presentation take place?
--When will presentation take place?

Once these five pertinent questions have been answered pupils are ready to enter the actual planning of the presentation.

Although students are responsible for the actual planning and implementation of the plan, teachers serve as facilitators and overall coordinator/encouragers. They should be aware of students' progress and problems in planning each of the presentations. In the beginning and especially for younger students, educators will be more directly involved in guiding and facilitating the process than they will be as their students become more accustomed to planning their own presentations.

Student-planned presentations mean that educators will be assuming a less active role in disseminating information to pupils. This does not mean that their roles will be less important, it merely means that their responsibilities will change. Educators, themselves, will have to be familiar with the various media available in their educational setting. They do not have to be experts if they are able to utilize resource persons to help students learn about media presentations. It is mandatory that students have opportunities to experiment with different media to see which they prefer for their own presentations.

Of great importance in the educator's role is giving the students the courage to try new things...even though they might not be successful. This requires a non-critical and non-judgmental environment which enables students to risk. A part of an environment which encourages students to try new things is individual reinforcement. The educator has the responsibility for giving positive reinforcement for individual successes.

The noise level in the classroom will be considerably higher than it is normally. This may be difficult for educators to adjust to at first. A part of the educator's role is to develop a tolerance for "healthy" noise. If students are task oriented and noise is a result of their involvement, it will be known to the educator as well as to those outside critics who happen by. While it takes courage for students to risk trying new things, it takes more courage for an educator to relinquish the peace and quiet that comes with orderly and structured assignments.

Some of the media you might want to have your students venture forth with include:

Illustrations: These may accompany a story or perhaps they are all of the presentation. They may be small or they may be large. Let the student decide what is appropriate.

Posters and Charts: Using these helps students to get their ideas across in a helpful way.

Bulletin Boards: A good way for all to share in one student or a group's learning.

Cassette Recordings: This will allow students to listen to a report or other oral presentation at their "leisure".

There are any number of other things--overhead projectors, slides, simulations--that may also be used by students for making presentations. Encourage their creativity--give them some freedom and the results will be amazing!

WORLD OF WORK EXPLORATIONS

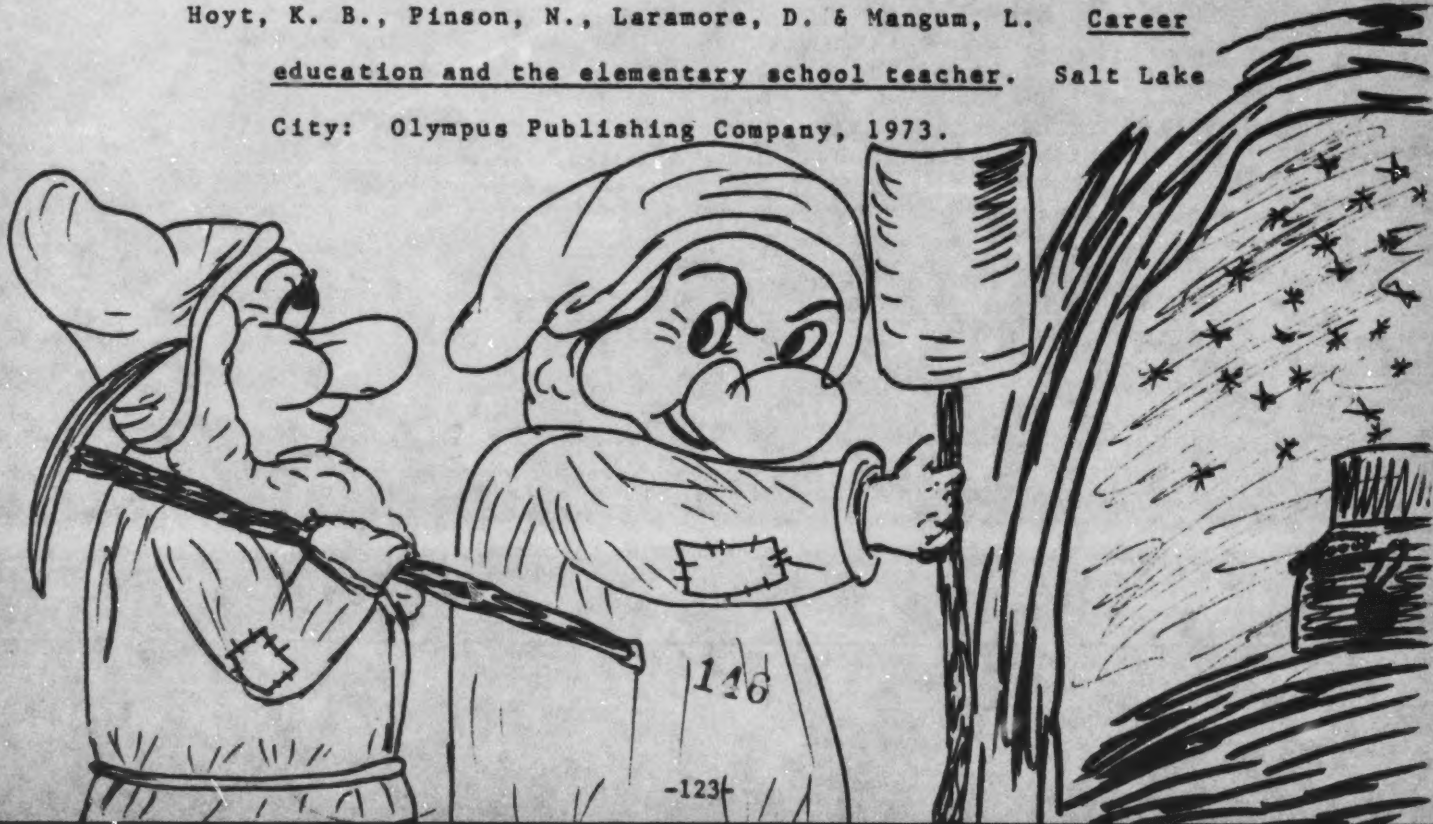
For additional reading in this area please see any of the following:

Evans, R., Hoyt, K. & Mangum, G. Career education in the middle/junior high school. Salt Lake City: Olympus Publishing Company, 1973.

Gysbers, N. C. Career education methods and processes. Columbia, Missouri: Instructional Materials Laboratory. University of Missouri-Columbia.

Gysbers, N. C., Miller, W. & Moore, E. J. Developing careers in the elementary school. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Hoyt, K. B., Pinson, N., Laramore, D. & Mangum, L. Career education and the elementary school teacher. Salt Lake City: Olympus Publishing Company, 1973.



SHADOWING

A shadowing experience is two or more hours spent observing and interviewing a worker on the job by an indivudual student. This provides the student with a chance in a structured, planned situation to spend time observing a model carrying out daily duties on the job. It presents work in a real life setting. Skills and qualifications can be analyzed as well as interests and talents examined.

The forms which follow have been developed to organize the shadowing experience. Each step is important for the experience to be meaningful for the student and the employer.

Steps for Successful Shadowing

1. *Student Request*
2. *Parent Permission*
3. *Teacher Permission*
4. *Job Research*
5. *Student Reminder*
6. *Letter of Introduction*
7. *Student Evaluation*
8. *THANK YOU LETTER TO THE WORKER*

A shadowing experience is two or more hours spent observing and interviewing a worker on the job.

Student Request and Contract for Shadowing Experience

NAME ____________________ SCHOOL ____________________

GRADE ____________ SCHOOL COUNSELOR ____________________

I would like to spend time shadowing a worker whose job is __________

____

My reason for wanting to shadow a worker on that particular job is

____

____

I agree to complete the following responsibilities in connection with my shadowing experience.

Preparation

1. Return permission slips from my parents, teachers and counselors.
2. Complete and turn in research form about the job.

During Shadowing

1. I will represent myself and my school in the best possible way.
2. I will seek information about the job not found in my research.
3. I will observe the tools and related jobs that assist the worker in his/her job.

Follow-up

1. I will complete an evaluation report of my experience.
2. I will write a thank-you note to the worker.

Signed: ____________________

Date : ____________________

PARENT PERMISSION

Date:________________________

____________________________________ has my permission to participate in the shadowing experience with______________________________________
(sponsor)

at______________________________________on_______________________
(company or organization) (Date)

between the hours of _______________________.

I understand that this is a non-paid experience that gives my child an opportunity to explore a job of his/her choice on an hour to hour basis.

I also understand that my child will be transported by________________________

____
(means of transportation)

I approve of that transportation.

I hereby release__________________________from any responsibility involved
(school's name)
in traveling to and from the job site.

Parent's Signature____

Phone (during school hours)____

Date___________________

Teacher, Counselor and Principal Approval for Student Shadowing

Student____________________ Date____________ Grade and Section____________________

				Check (✓) one			
Period	Subject	Room	Teacher's Name	Approve	Disapprove	Reason for disapproval	Signature
1)							
2)							
3)							
4)							
5)							
6)							
7)							
			Counselor				
			Principal				

Student will complete this portion

Teachers, Counselors and Principals will complete this portion.

NAME__________________________

SCHOOL________________________

DATE__________________________

JOB RESEARCH FORM

JOB TITLE______________________

What are the duties of this job?____________________________________

What special training or education does this job require?__________

Where can a person go for this training or education?______________

What personal qualifications are helpful for this job? ____________

What are the advantages of this job?_______________________________

What are the disadvantages of this job?___________________________

What are the possible salaries or earnings of a worker who has this job?____

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Student Reminder for Shadowing

Name of Student: ______________________________

This is to remind you of the following information regarding your scheduled shadowing experience:

Date: ____________________

Time: ____________________

Place: ____
(Name and Location)

Person to See: ______________________________

Phone: ____________________

Special Directions: ____

____

____

GOOD WORK HABITS

1. Be on time. If you are going to be late, call your sponsor to explain.
2. Be neat, clean and dressed appropriately.
3. Be cooperative.
4. Listen carefully.
5. Introduce yourself and present your letter.
6. Plan to buy your own lunch.

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Letter of Introduction

Sponsor's Name:______________________________

Date______________

This letter will introduce______________________________

who is interested in the type of work that you or your company is doing.

The student has been involved in some preliminary research regarding that interest, and has been prepared for observing and interviewing workers as a means by which to gain information about the world of work. After visiting your company, the student will prepare a written report of the experience provided.

Your cooperation in this venture is sincerely appreciated by the student in the Kansas City, Missouri School District and the staff members.

Thank you.

School Location:______________________________

Phone Number:______________________________

Contact Person:______________________________

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STUDENT EVALUATION

Student's name ______________________ School ____________

Date of Visit ______________ Grade ______________________

Job Shadowed ______________________ Length of visit __________

Sponsor, company name and address

____

____

____

____

1) What are the major duties of this job? ____________________

____

____

2) What tools are used on this job? ________________________

____

3) This worker depends upon what other workers to do the job? __________

____

____

4) What did you like most about this job? ____________________

____

5) What did you like least about this job? ____________________

____

6) Do the skills required on this job require education beyond high school?

____

7) Where could you go in Kansas City to get this training? __________

____

8) How does what you are learning in Mathematics class relate to this job?

____

____

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STUDENT EVALUATION

9) What are you learning in English to help you do this job? ______________

____

10) How would knowing Science help you in this job? ______________

____

11) How would you use what you have learned in Social Studies in this job?

____

____

12) What are you learning in other classes to help you do this job? ______________

____

____

13) How were you treated by the employees during your visit? ______________

____

14) Are you still interested in this job since you've had a chance to observe first hand? ______________

____

15) What do you think the job will be like in ten years? ______________

____

16) What suggestions would you make to improve your experience? ______________

____

____

17) How do your goals and values relate to this job? ______________

____

____

____

FIELD TRIP

A field trip is an excellent way to gather information about the world of work on a firsthand basis. Workers can be viewed in real-life settings as they carry out their daily roles and responsibilities. Each field trip should be a three-step process:

1. Preparation of students, including formulation of objectives and questions to be asked.
2. The actual trip.
3. Follow up activities to reinforce the relationship between the field trip and classroom instruction.

See pages 108 thru 116 of this document for more detailed information.

FIELD TRIP EVALUATION

NAME ______________________________ DATE ______________

1. Where did you visit? ______________________________

2. Who took you on the trip? ______________________________

3. Name ten jobs that you saw being performed at the company.

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

4. What product does the company produce? ______________________

____

5. Tell two unusual features about the company.

A. ____

B. ____

6. How many employees do you estimate work at the plant? ____________

7. What were some of the benefits you heard that workers receive at this plant? ______________________________

____

8. How would you rate the condition of the plant's working conditions?

____

9. What was the most interesting thing that you saw?________________

____

10. What job did you see that you think you might like to do?________

____

11. Would you recommend this trip for other students?________________

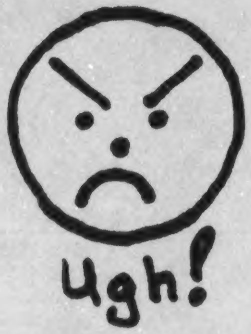
Why?______________________________________

Submitted by
Shirley Schaaf

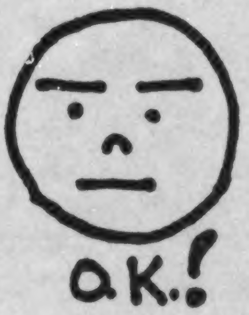
FIELD TRIP EVALUATION

A field trip to ____

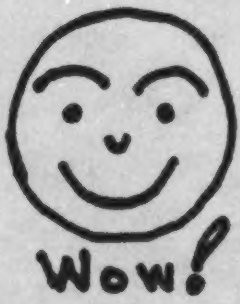
1. Check the picture that best describes your feeling for the trip.



A.____



B.____



C.____

2. Check the words that best describe how you feel about the trip.

- ___worthwhile
- ___dull
- ___interesting
- ___fun
- ___tiresome
- ___skill-centered
- ___slow moving
- ___hard to understand
- ___important
- ___exciting

3. Finish the following using ideas observed on trip.

A. I think I could____.

B. My favorite career was__________________________________.

C. I learned that____.

D. I believe that____.

E. Safety is____.

F. Skills needed are______________________________________.

G. My new goal is____.

H. If I could work here, I would___________________________.

4. Would you make the trip longer?___________________________.

Field Trip Evaluation (continued)

5. Would you recommend this trip to other students?________________.

6. Without words tell about the following:

1. My favorite job was:	2. Benefits given workers by this company:
3. One skill needed by this company:	4. The level of education needed by my favorite job is:

Submitted by
Shirley Schaaf

CAREER EDUCATION FIELD TRIP

Place to be visited: PLAZA

Subject: Spanish **Grade Level:** Junior High

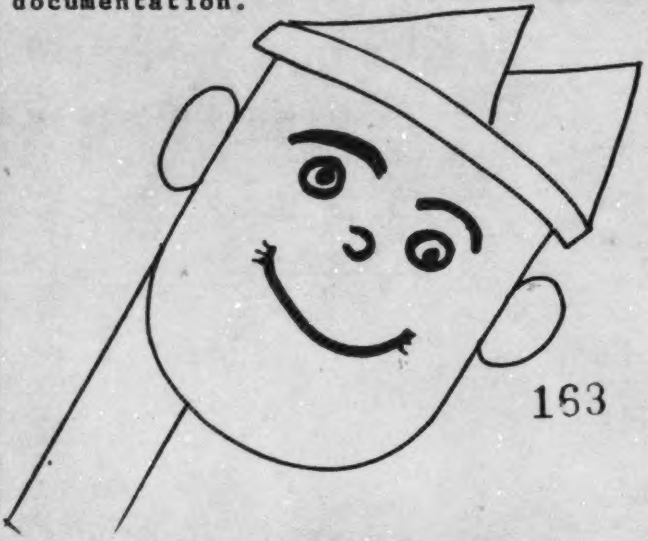
Purpose: Increase student awareness of Spanish influence in Kansas City

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Pam Trimble

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
1.4 Student will know the necessity of being able to function in a variety of situations. 3.4 Students will assume the responsibility for their own planning.	Spanish Art Scavenger Hunt Students will divide into groups of four. Each group will be given a list of Spanish art objects that are located at the Plaza(fountains buildings, tower, etc.) with space to add others they may see. Time limits will be established. In the spirit of a contest see which group can document locations of the most objects.	Class should have demonstrated abilities at following instructions and being self-disciplined. Cameras may be used for documentation.



CAREER EDUCATION FIELD TRIP

Place to be visited: Consumer Protection Service

Subject: Social Studies **Grade Level:** 8th

Purpose: To become familiar with the protection a consumer may have

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
1.3 Students will be able to communicate openly with others.	1. Each student will be given about ten (10) cards and sent into the community to hand out and explain their cards (this is done in the spirit of returning a service to the community that provides them so many services).	A supply of Consumer Protection Agency cards giving a phone number individuals may call and hear a tape that changes weekly on the wise and poor buys.
telling others more openly how they think and feel		
knowing what to do when people bug them		
3.1 Students will be able to make effective decisions.		
identifying possible solutions to problems		
knowing how their decisions effect later results		

CAREER EDUCATION FIELD TRIP

Place to be visited: GM Assembly Plant

Subject: Civics **Grade Level:** 9th

Purpose:

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Mrs. Hunt

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will relate occupations to the needs and functions of society.	1. Scrambled letter puzzle to gain better knowledge of economic terms.	Thank you notes to consultants and GM Plant.
2.4 Students will know characteristics of various occupations.	2. Discuss terms used in puzzle.	Vocabulary List 1. Business 2. Consumption 3. Control 4. Distribution 5. Economics 6. Exchange 7. Goods 8. Market Place 9. Production 10. Regulation 11. Scientific Method 12. Services
3.2 Students will relate present planning to future outcomes.	3. Visit by representative from G.M. to discuss corporate profits and losses, production costs. Prepares students for field trip to GM Assembly Plant by discussing various jobs they would see.	
3.3 Students will recognize need for flexibility in planning.	4. Field trip to GM Assembly Divison.	
4.3 Students will know the prerequisites of a variety of occupations.	5. Question and answer session conducted by consultants from the GM Assembly Plant.	

CAREER EDUCATION FIELD TRIP

Place to be visited: Leeds-Cheverolet Plant

Subject: Social Studies Grade Level: 8th

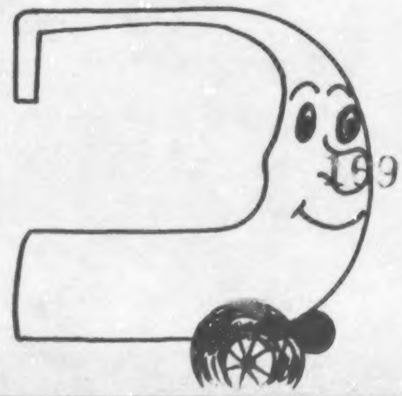
Purpose: To relate to the study of the industrial revolution and to become familiar with jobs available at the plant

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Norma Trantham

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know characteristics of various occupations.	1. The terms mass production, assembly line, interchangeable parts, closed shop, open shop, etc., will be discussed before taking a tour of the plant.	Students will be asked to pretend that the jobs they observe are the only ones available for them in the future. They will be asked to comment on the following question: "Did you find any of the jobs that you could live with?"
being able to compare their personal characteristics to the requirements of specific jobs	2. An employee will relate the history of the plant, the amount of training required, and employees' wages and benefits before the tour.	Students will be asked to comment on things they saw that would cause them not to be able to function well in that environment.
3.2 Students will relate present planning to future outcomes.	3. Students will see the complete production of the automobile, learn the amount of time it takes to make one car, how many cars are made each day, and observe all of the different kinds of jobs that are available.	
developing personal goals for the future		



CAREER EDUCATION FIELD TRIP

Place to be visited: Leeds-Chevrolet Plant (continued page 2)

Subject: Social Studies **Grade Level:** 8th

Purpose: To relate to the study of the industrial revolution and to become familiar with jobs available at the plant

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Norma Trantham

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
4.3 Students will know the prerequisites of a variety of occupations. knowing the amount of education needed for various occupations knowing the special abilities necessary in order to enter various occupations	4. Safety features within the plant will be pointed out so the student will become aware of the precautions made by the company.	

CAREER EDUCATION FIELD TRIP

Place to be visited: Hallmark Cards

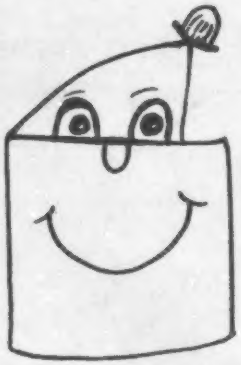
Subject: Social Studies **Grade Level:** 7 - 8

Purpose: To observe occupations and processes connected with card making

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: L. Walker

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will be able to compare their personal characteristics to the requirements of specific jobs.	1. Students will see: card production machines offices card store art work 2. Students will observe the steps used in making cards.	Tour takes about 15 minutes.



CAREER EDUCATION FIELD TRIP

Place to be visited: St. Joseph Hospital

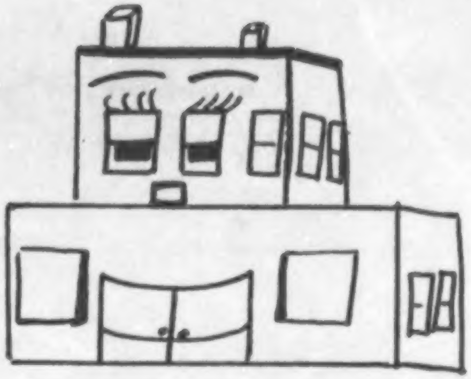
Subject: Social Studies **Grade Level:** 7 - 8

Purpose: To observe the various occupations associated with a hospital

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: S. Hopkins

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will be able to compare their personal characteristics to the requirements of specific jobs. 4.3 Students will become aware of occupational training available in their high interest areas.	Student will tour the hospital observing different departments and personnel in those departments.	

CAREER EDUCATION FIELD TRIP

Place to be visited: Board of Education Building

Subject: Social Studies **Grade Level:** Junior High

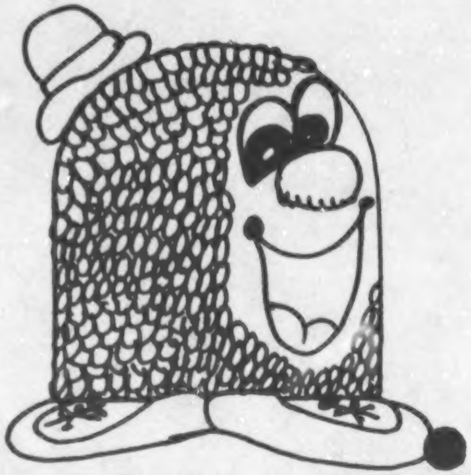
Purpose: To become acquainted with the various jobs available at the Board of Education Bldg.

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Carpenter

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know the characteristics of various occupations.	1. In advance write twenty (20) questions concerning the school district.	Awareness of the variety of jobs offered at the Board of Education Building.
being able to compare their personal characteristics to the requirements of specific jobs	2. At the Board building engage in a question and answer period with a qualified employee.	
3.2 Students will relate present planning to future outcomes.	3. Tour the data processing center; discuss computer operations(general and machinery),employees' salaries, qualifications, advancements, and etc.	
developing personal goals for the future	4. Tour pupil services department and observe the office operations.	
4.3 Students will know the prerequisites of a variety of occupations.	5. Tour library service section and observe the aspects of its operation.	
knowing the amount of education needed for various occupations		



CAREER EDUCATION FIELD TRIP

Place to be visited: Colgate-Palmolive Company - Kansas City, Kansas

Subject: Social Studies **Grade Level:** Junior High

Purpose: To view process of making soap, detergent and toothpaste

Career Education Learning Areas: ○ Self Knowledge ● Life Roles, Settings and Events

○ Life Planning Skills ● Academic and Vocational Skills

Submitted by:

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will relate occupations to the needs and functions of society.	1. Tour the different sections of the plant.	Awareness of the production of their product.
understanding advantages and disadvantages of different jobs	2. Observe assembly line operation to see "mass production" in action.	
2.4 Students will know the characteristics of various occupations.		
being able to compare their personal characteristics to the requirements of specific jobs		
4.3 Students will know the prerequisites of a variety of occupations.		
knowing the special abilities necessary in order to enter various occupations		

CAREER EDUCATION FIELD TRIP

Place to be visited: Spanish Gardens Tortilla Factory

Subject: Spanish **Grade Level:** 8th

Purpose: To learn about careers in this specialty - awareness of a cultural product.

Career Education Learning Areas: ☒ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Nancy Mc Clure

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
1.3 Students will be able to communicate openly with others.	1. Watch preparation of ethnic food. 2. Tour might be done in Spanish and English.	Write evaluation of tour in Spanish. Tell about making a tortilla in Spanish.
communicate in another language		Describe a favorite job seen on the tour in Spanish.
2.4 Students will know the characteristics of various occupations.		
knowing how much different jobs pay and fringe benefits available		
be able to compare self interest to those needed for these jobs		
3.2 Students will relate present planning to future outcome.		
4.4 Will demonstrate an ability in pre-employment skills (speak Spanish).		

CAREER EDUCATION FIELD TRIP

Place to be visited: Henry Wurst Publishing Company

Subject: Social Studies **Grade Level:** 8th

Purpose: To become familiar with production and careers in the printing business

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley K. Schaaf

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will be able to relate occupations to the needs and functions of society.	1. View phases of printing industry; this may include pressmen, trimmers, putting magazines together, color printing techniques, layout and design, mail room processing.	Evaluate trip: Try printing a story with pencil press on letters and follow production process observed at plant for putting together a small paper.
understand how each job relates to other jobs	2. Discuss with a representative the skills, wages, benefits, and promotional opportunities.	
know how all jobs are important to community		
2.4 Students will know the characteristics of various occupations.		
how different jobs and skills pay		
training needs for various jobs		
personal characteristics needed for printing jobs		
3.2 Relating present planning to future outcome.		

CAREER EDUCATION FIELD TRIP

Place to be visited: Federal Reserve Bank

Subject: Social Studies **Grade Level:** 8th

Purpose: To learn about banking careers and jobs available in a bank

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Sydney Tate

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will relate occupations to the needs and functions of society.	1. Observe aspects of banking from guard, teller to shredder of worn out money.	Trip and job evaluation follow-up
understand how each occupation relates to other occupations	2. Discuss with qualified employee the responsibilities of jobs observed, skills needed, salaries and benefits.	
know how all jobs are important to the community	3. May be given a bag of shredded money.	
2.4 Students will know the characteristics of various occupations.		
know how different jobs pay		
be able to compare personal characteristics with job requirements		

CAREER EDUCATION FIELD TRIP

Place to be visited: Federal Reserve Bank (continued page 2)

Subject: Social Studies **Grade Level:** 8th

Purpose: To learn about banking careers and jobs available in a bank

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by:

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
3.2 Students will relate present planning to future outcome. knowing the courses to take for future plans developing personal goals		

CAREER EDUCATION FIELD TRIP

Place to be visited: Marion Laboratories

Subject: Social Studies **Grade Level:** 8th

Purpose: To relate to the careers and production of pharmaceuticals

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Shirley K. Schaaf

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will be able to relate occupations to needs and functions of society.	1. Observe the development of a pill (from products in the warehouse, through lab testing and mixing to final process of stamping a brand name on each pill).	Evaluation: 1. Give the steps in producing a pill.
understand how each job relates to other jobs	2. Discuss with a qualified employee the skills needed, benefits, wages, and etc.	2. What unusual benefits do Marion employees receive?
know how all jobs are important to the community		3. What skills are needed in the testing lab?
2.4 Students will know the characteristics of various occupations.		
how different jobs and skills pay		
training needed for various jobs		
personal characteristics needed for various jobs		
3.2 [illegible]lating present planning [illegible] future outcome.		

CAREER EDUCATION FIELD TRIP

Place to be visited: COMMUNITY AREAS THAT DEMONSTRATE SPANISH INFLUENCE

Subject: Spanish Influence - Kansas City Style **Grade Level:** Junior High

Purpose: To increase student awareness of Spanish influence in our area.

Career Education Learning Areas: ☒ **Self Knowledge** ☒ **Life Roles, Settings and Events**

○ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Mrs. Carolina Jimenez

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
1.4 Students will know the necessity of being able to function in a variety of situations. increased motivation for learning Spanish 2.2 Students will know the interrelationship of their role as workers, family members and citizens.	Students will visit: 1. The Plaza and the Seville Square - The Giralda Tower and the Spanish style structures and buildings at the Plaza. Picardo's Restaurant 2. The Crown Center - International Shops 3. The Crown Center Hotel and it's fountains 4. The Guadalupe Center and Mexican shops in the area 5. One of the Mexican restaurants for lunch 6. Downtown landmarks A. Mexicana Airlines B. The American Consulate C. The Midland Theater	A camera and tape recorder will help document Spanish influence for follow-up classroom activities

CAREER EDUCATION FIELD TRIP

Place to be visited: Missouri State Division of Employment Security Office

Subject: Mathematics **Grade Level:** Junior High

Purpose: To view the methods used by people to secure a job

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Charles Byran

CAREER EDUCATION GOALS

2.4 Students will know the characteristics of various occupations.

knowing how much different jobs pay

knowing where to get information about jobs

3.2 Students will relate present planning to future outcomes.

knowing how courses they take now relate to future plans

4.3 Students will know the prerequisites of a variety of occupations.

knowing the amount of education needed for various occupations

ACTIVITIES OR JOBS OBSERVED

1. Arrangements for the tour must be made ahead of time so that it can be scheduled at a time when there is less activity at the office. A maximum of 35 students is allowed at one time.
2. Small groups examine microfische listings of jobs.
3. Small groups listen to an orientation by a job service employee.
4. Small groups participate in other activities.

SPECIAL CONSIDERATIONS
(Comments or Follow up)

Through the use of a chart given to each student before the trip, the student will evaluate the trip and fill in the information to complete the chart. (See attachment)

CAREER EDUCATION FIELD TRIP

Place to be visited: Missouri State Division of Employment Security Office (continued page 2)

Subject: Mathematics **Grade Level:** Junior High

Purpose: To view the methods used by people to secure a job

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Charles Byran

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
4.3 (continued) knowing the special abilities necessary in order to enter various occupations		

MISSOURI STATE DIVISION OF EMPLOYMENT SECURITY OFFICE

SELECT SIX OCCUPATIONS YOU ARE INTERESTED IN KNOWING ABOUT AND GET THE REQUIRED INFORMATION LISTED BELOW WHILE ON THE FIELD TRIP.

TITLE OF JOB	SALARY	FORMAL TRAINING AS PREREQUISITE	EXPERIENCE PREREQUISITE	WORKING HOURS	MATH SKILLS NEEDED
1.					
2.					
3.					
4.					
5.					
6.					

CAREER EDUCATION FIELD TRIP

Place to be visited: Seal-Rite Corporation

Subject: Social Studies **Grade Level:** 8th or any other

Purpose: To see the process used to make the paper lids and caps for various cartons

Career Education Learning Areas: ○ **Self Knowledge** ⊗ **Life Roles, Settings and Events**
⊗ **Life Planning Skills** ⊗ **Academic and Vocational Skills**

Submitted by: Nicki Watlington

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know the characteristics of various occupations. knowing how much different jobs pay being able to compare personal characteristics to the requirements of specific jobs 3.2 Students will relate present planning to future outcomes. knowing how courses they take now relate to their future plans 4.3 Students will know the prerequisites of a variety of occupations.	1. Opportunity for students to see mass production and an assembly line in progress. 2. Guided tour may include discussion of employee wages and salaries and benefits.	Follow up activity: Students complete a worksheet which includes the following questions: 1. Name the five necessary items for production. 2. Name three materials needed to make the products you saw. 3. Name five different kinds of jobs that manpower fills. 4. Tell about two machines, their names and what they did. 5. Briefly describe one method you saw performed. 6. Were you told how money was put back into the company? If so, how? 7. What particular job activity was most appealing to you? Why? 8. Based on what you saw and heard, finish this sentence: "This company is..."

CAREER EDUCATION FIELD TRIP

Place to be visited: Seal-Rite Corporation (continued page 2)

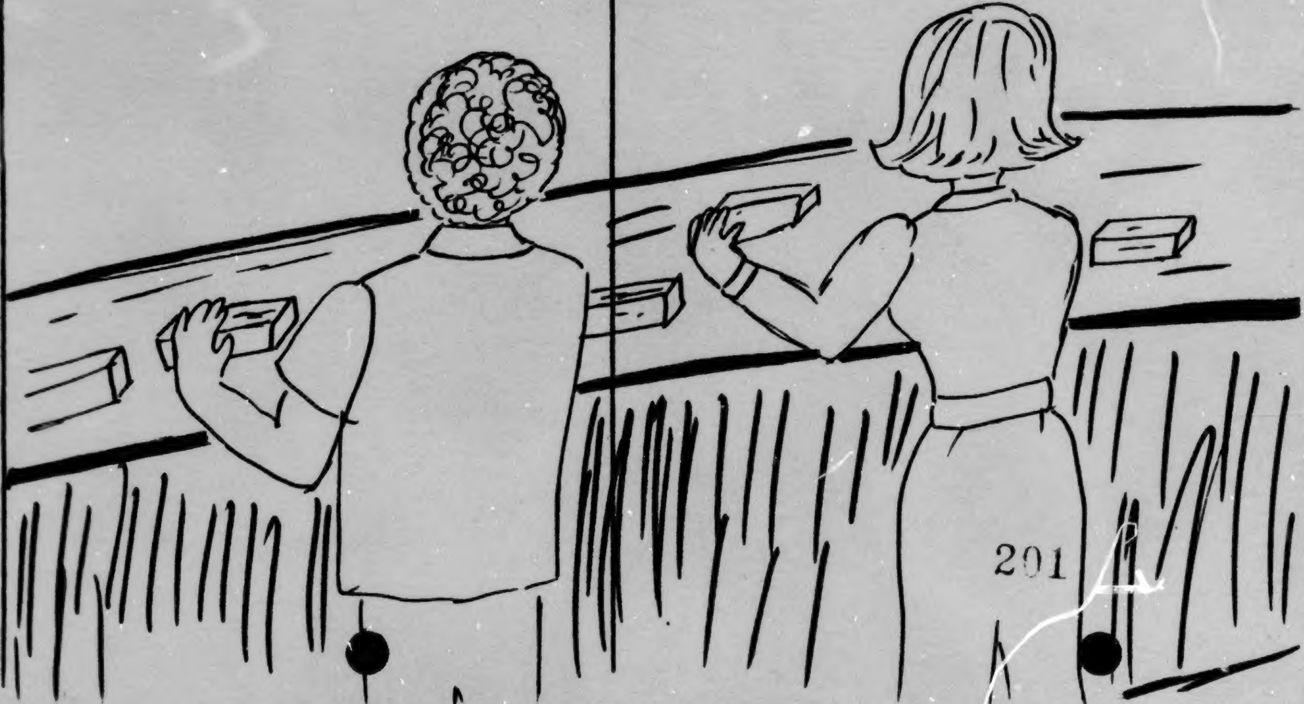
Subject: Social Studies **Grade Level:** 8th or any other

Purpose: To see the process used to make the paper lids and caps for various cartons

Career Education Learning Areas: ○ Self Knowledge ● Life Roles, Settings and Events
● Life Planning Skills ● Academic and Vocational Skills

Submitted by: Nicki Watlington

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
4.3 (continued) knowing what school courses relate to the types of work they plan to do being aware of occupational training available in their high interest areas knowing the amount of education needed for various occupations		



CAREER EDUCATION FIELD TRIP

Place to be visited: Unitog

Subject: Social Studies **Grade Level:** 8th

Purpose: To learn about jobs and production in a large garment plant

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Sydney Tate

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know the characteristics of various occupations. know how much different jobs pay be able to compare personal characteristics to specific jobs	1. Observe mass production and assembly of clothing in progress. 2. Discuss with a qualified employee the skills needed, wages, fringe benefits, and etc. 3. Observe safety features in use on dangerous equipment and attitude workers need about safety and absenteeism.	Follow-up evaluation: 1. Give the steps for producing a finished garment. 2. How many different jobs are involved in producing a garment. 3. Give three (3) positive points for working on an assembly line.
3.2 Students will relate present planning to future outcomes. know what courses to take now for future jobs		4. Give three (3) negative points for working on an assembly line. 5. Why is safety so important in assembly line production?
4.3 Students will know the prerequisites of a variety of occupations.		

CAREER EDUCATION FIELD TRIP

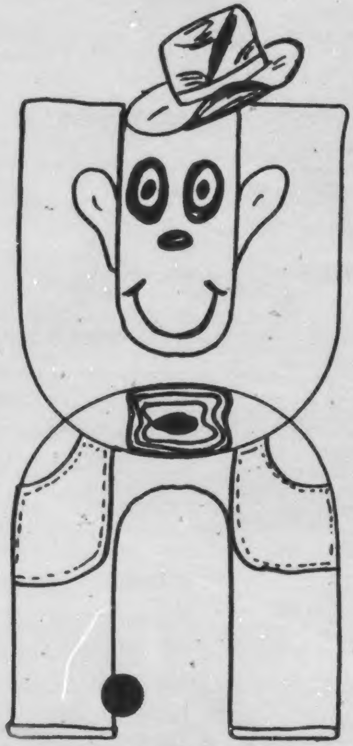
Place to be visited: Unitog (continued page 2)

Subject: Social Studies **Grade Level:** 8th

Purpose: To learn about jobs and production in a large garment plant

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events ⊗ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Sydney Tate

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
4.3 (continued) what school courses to take be aware of occupational training available in interest areas know the amount of education needed for a variety of jobs		

CAREER EDUCATION FIELD TRIP

Place to be visited: General Electric Engineering Department

Subject: Social Studies - Math **Grade Level:** 8th

Purpose: To learn about duties, training, and jobs of engineers

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Felix Witkowicz

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know the characteristics of various occupations.	1. Observe engineering staff. 2. Discuss with a qualified employee the skills, attitudes, benefits, salaries, and etc.	Students may write a critique of their observation and discuss why or why not a career in engineering if for them.
understand how each job relates to other jobs		
know how all jobs are important to the community		
how different jobs and skills pay		
training needed for various jobs		
personal characteristics needed for engineering		
3.2 Relating present planning to future outcome.		

CAREER EDUCATION FIELD TRIP

Place to be visited: Breech Training Academy Campus

Subject: Social Studies **Grade Level:** 7th - 8th - 9th

Purpose: To become familiar with the training required to become a flight attendant for TWA

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

⊗ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Norma Trantham

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know the characteristics of various occupations. being able to compare their personal characteristics to the requirements of specific jobs	1. Discussion concerning prerequisites required to get into the academy, the amount of time spent in training at the academy, the future outlook and benefits of the job of flight attendant, the importance of proper grooming, etc. 2. Tour the dormitory, cafeteria, swimming area, trainer planes.	Students may be given pamphlets to take with them explaining the training program and the importance of the job of flight attendant. A follow-up discussion to determine what the students liked and disliked about the tour and the job of flight attendant.
3.2 Students will relate present planning to future outcomes. knowing how present aptitudes and interests relate to their plans for the future knowing how courses they take now relate to their future plans developing personal goals for the future		

CAREER EDUCATION FIELD TRIP

Place to be visited: Breech Training Academy Campus (continued page 2)

Subject: Social Studies **Grade Level:** 7th - 8th - 9th

Purpose: To become familiar with the training required to become a flight attendant for TWA

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Norma Trantham

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
4.3 Students will know the prerequisites of a variety of occupations. knowing what school courses relate to the types of work they plan to do knowing the amount of education needed for various occupations		

CAREER EDUCATION FIELD TRIP

Place to be visited: TWA Overhaul Base at K.C.I.

Subject: Citizenship or any Social Studies **Grade Level:** 7th - 8th - 9th

Purpose: To learn about the occupations available at the overhaul base

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Mrs. Evelyn Hunt

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.4 Students will know the characteristics of various occupations.	1. Observe different types of jobs at the base from draftsmen, firemen, seamstress to computer operator.	Gain knowledge as to the variety of options available in the career field and the training required for these options.
being able to compare their personal characteristics to the requirements of specific jobs	2. Discuss the amount of training required for the jobs from specialized training to college education.	
knowing how much different jobs pay		
3.2 Students will relate present planning to future outcomes.		
developing personal goals for the future plans		
4.3 Students will know the prerequisites of a variety of occupations.		

CAREER EDUCATION FIELD TRIP

Place to be visited: TWA Overhaul Base at K.C.I. (continued page 2)

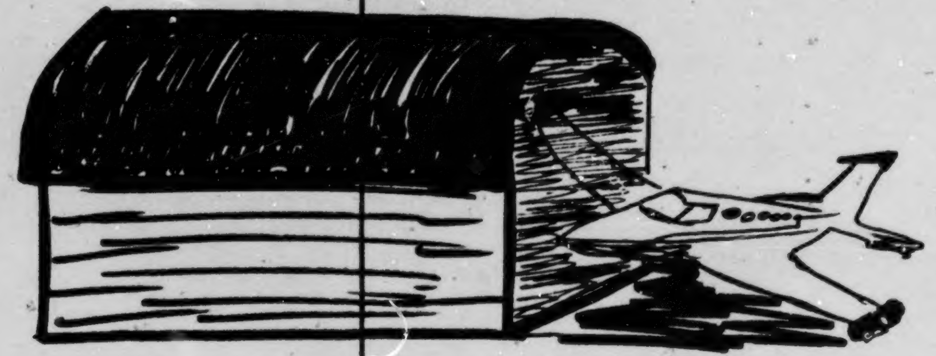
Subject: Citizenship or any Social Studies **Grade Level:** 7th - 8th - 9th

Purpose: To learn about the occupations available at the overhaul base

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Mrs. Evelyn Hunt

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
4.3 (continued) knowing what school courses relate to the type of work they plan to do knowing the amount of education needed for various occupations knowing the special abilities necessary in order to enter various occupations		

CAREER EDUCATION FIELD TRIP

Place to be visited: U.S. Customs (K.C.I.)

Subject: Spanish **Grade Level:** 8th - 9th

Purpose:

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: L. Thornton

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will relate occupations to the needs and functions of society.	1. Speak with customs inspector and others working with a branch of U.S. Customs.	
understanding how each occupation relates to other occupations	2. Discussion with a qualified employee concerning the history of U.S. Customs, aspects of inspection, duties of import specialists, customs patrol, administrative and managerial duties.	
knowing how all occupations are important to our community		
2.4 Students will know the characteristics of various occupations.		
knowing what kinds of jobs they can enter when they are 16 years old		
knowing how much different jobs pay		
knowing where to get information about jobs		

C A R E E R   E D U C A T I O N   F I E L D   T R I P

Place to be visited: U. S. Customs (K.C.I.) (continued page 2)

Subject: Spanish **Grade Level:** 8th - 9th

Purpose:

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: L. Thornton

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
3.2 Students will relate present planning to future outcomes. developing personal goals for the future having money for the things they want		
4.3 Students will know the prerequisites of a variety of occupations. knowing what school courses relate to the types of work they plan to do knowing the special abilities necessary in order to enter various occupations		

CAREER EDUCATION FIELD TRIP

Place to be visited: Nelson Art Gallery

Subject: Social Studies **Grade Level:** 8th

Purpose: To observe different art forms

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: L. Walker

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
1.3 Students will be able to communicate openly with others.	1. The students will hear a history of the gallery.	After returning from trip students can research the jobs available at a gallery.
2.4 Students will be able to compare their personal characteristics to the requirements of specific jobs.	2. Students will tour the gallery observing art from different time periods as well as different geographic areas.	
	3. Students can be assigned to keep a log for observations as to how various occupations are represented through art at the gallery.	
	4. Students should be prepared to ask what jobs are required to operate a gallery. Be taught beforehand how to interview the workers they meet.	

CAREER EDUCATION FIELD TRIP

Place to be visited: Jones and Babson, Inc.

Subject: Social Studies **Grade Level:** 8th

Purpose: To learn how the stock market works - Careers in Finance

Career Education Learning Areas: ☒ **Self Knowledge** ☒ **Life Roles, Settings and Events**
☒ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Shirley Schaaf

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
1.4 Students will know the necessity of being able to funciton in a variety of situations.	1. Opportunity to review white collar jobs and an upper economic level office with private kitchens, board rooms, etc.	Follow-up activities: Following a chosen stock in the daily paper.
being more at ease with adults	2. Show how to read financial reports, stock market data, computer print-outs on market prices.	Doing an evaluation on trip sheet that included such questions as--
knowing how to fit in a variety of groups	3. Opportunity to learn how given stocks were doing at Wall Street Market by punching in various stocks on a computer connected directly to Wall Street Exchange and to learn skills needed in high-finance careers.	1. What skills are needed to program a computer?
2.1 Students will relate occupations to the needs and functions of society.		2. How are mutual fund stocks purchased?
knowing how individual workers are important to our everyday life		3. What personal qualities are needed to be a broker and buy stocks with other peoples money?
understanding the advantages and disadvantages of different jobs		4. What benefits are there from being a stock broker?

CAREER EDUCATION FIELD TRIP

Place to be visited: Jones and Babson, Inc. (continued page 2)

Subject: Social Studies **Grade Level:** 8th

Purpose: To learn how the stock market works - Careers in Finance

Career Education Learning Areas: ⊗ **Self Knowledge** ⊗ **Life Roles, Settings and Events** ⊗ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Shirley Schaaf

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
3.2 Students will relate present planning to future outcome know how courses taken now relate to the future		

CAREER EDUCATION FIELD TRIP

Place to be visited: General Motors --B.O.P. Plant (Fairfax)

Subject: Social Studies **Grade Level:** 7 - 8

Purpose: To observe various occupations in an automotive plant.

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: L. Walker

CAREER EDUCATION GOALS	ACTIVITIES OR JOBS OBSERVED	SPECIAL CONSIDERATIONS (Comments or Follow up)
2.1 Students will relate occupations to the needs and functions of society	Students will tour plant and see cars tested parts welded engine and motor joined	
2.4 Students will know the characteristics of various occupations	tires treated wheels mounted finished product	
4.3 Students will learn the amount of education needed for various occupations	Guide will explain how equipment was used, how long it takes to produce a car, and how they program the assembly line production.	

DIRECTIONS FOR MAKING

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FILE FOLDER GAMES

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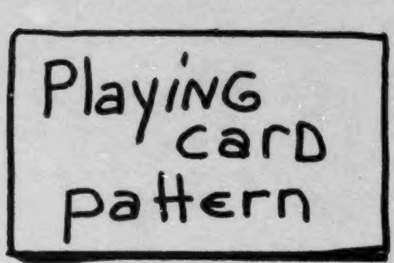
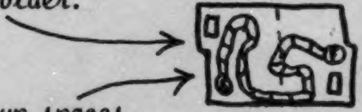
submitted by:
Paula Schaaf

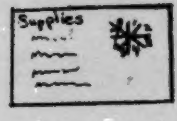


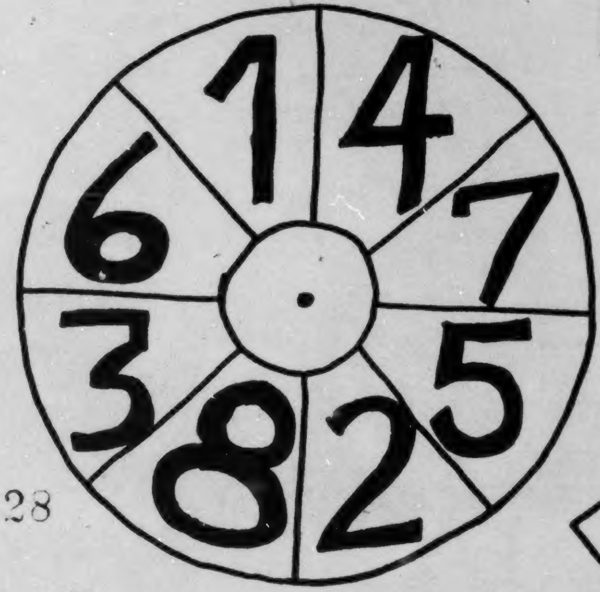
+++Materials Needed:
- one file folder and ruler
- one small envelope
- one brad + a piece of heavy cardboard or plastic cut in an arrow shape, with a hole in the center to hold the brad
- 16 to 21 cards, 1"x1½" each
- four small playing pieces (such as buttons)
- set of markers

+++Directions:
1. Open the file folder out flat
2. Using the ruler, sketch out the path of the game. A sample path follows this page. You may copy it and glue it down in the folder.

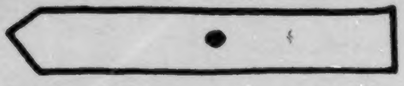


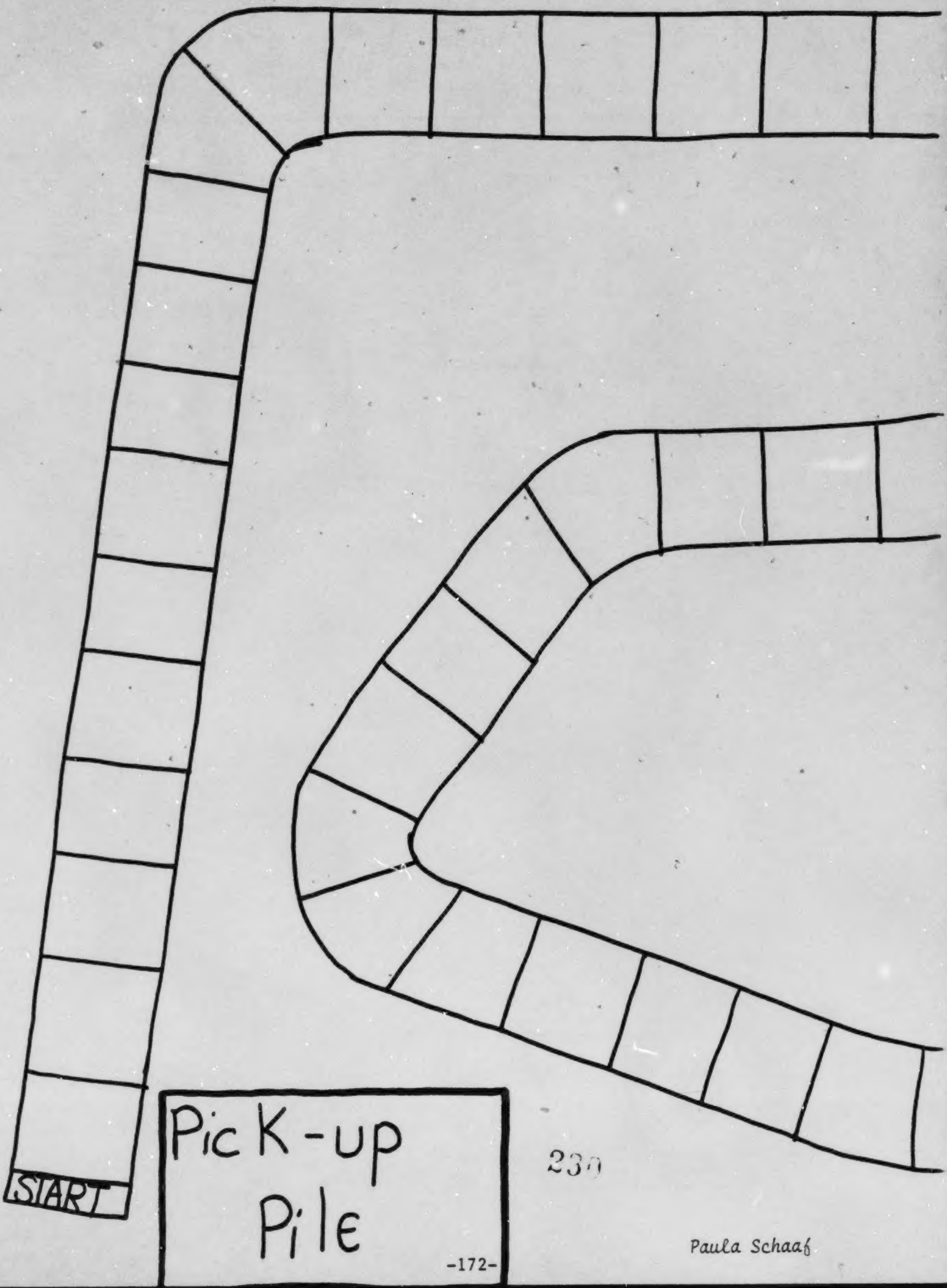
3. Sketch the discard and pick-up spaces.
4. Mark in design, writing or pictures with markers. (pictures from magazines can be used) All of this should be directed toward the topic of the game.
5. Draw a spinner board on the outside of the envelope.
6. Fasten the brad and arrow shaped cardboard or plastic to the spinner design. Tape the brad to the inside of the envelope to keep the spinner in place.
7. Use the envelope to store the supplies for the game. Make a list of these supplies on the outside of the envelope.
8. Glue the envelope to the file folder.
9. Write the directions for the game below the envelope.
10. Write information on the 1"x1½" cards. (vocabulary, tasks, clues, etc.)
11. On a separate card, write all the correct answers of the game topic. This answer card can be used for self checking. This, too, can be kept in the envelope attached to the folder.



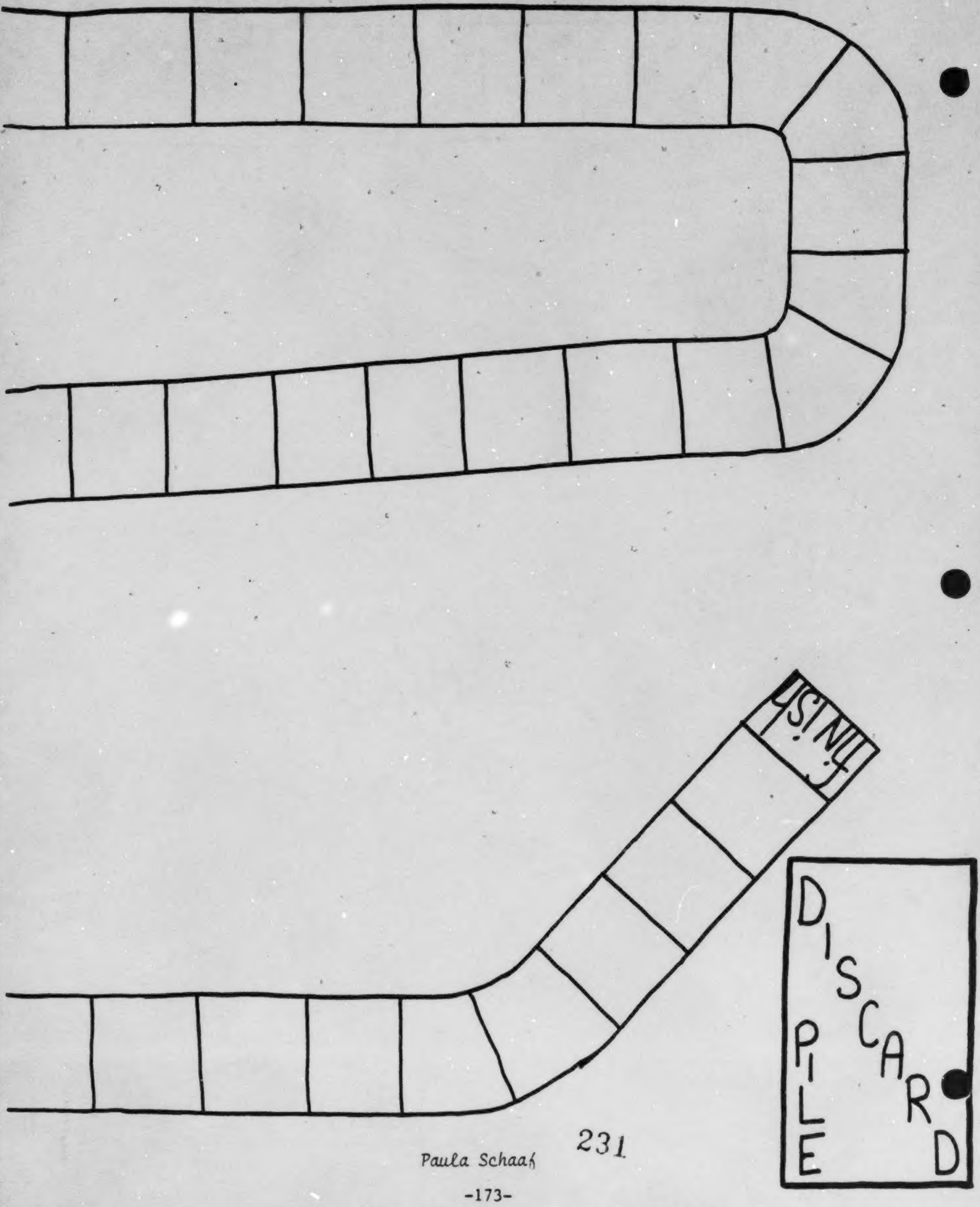


+++Sample Student Directions: 1. Each player takes a marker and spins to see who plays first. (highest number goes first, next highest second, etc.) 2. The first player takes a card from the pick-up pile and moves their marker to the correct answer on the board. 3. If a player answers incorrectly, he loses one turn. 4. The game is over when a player reaches the finish line.




START
Pick-up
Pile

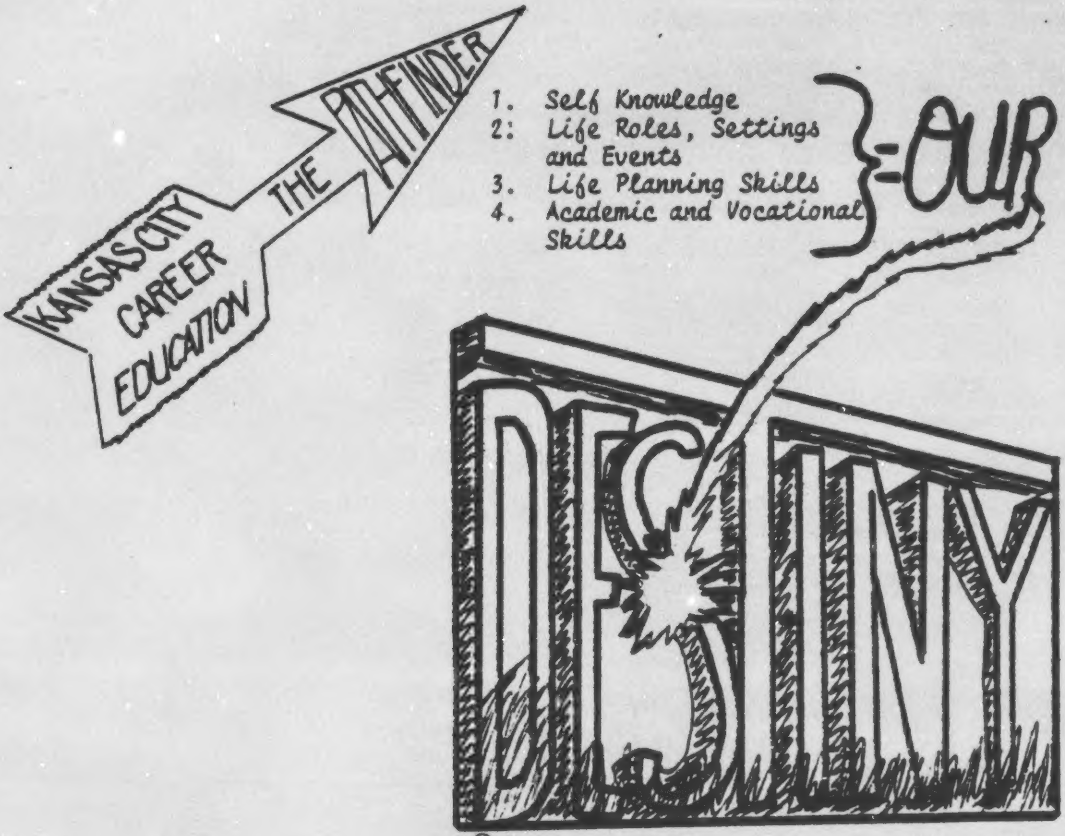
Paula Schaaf


FINISH
DISCARD
PILE

Paula Schaaf

Career Education

ELIMINATES STEREOTYPING


KANSAS CITY
CAREER
EDUCATION
THE
PATHFINDER
=OUR
DESTINY

1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

IDENTIFYING BIAS AND STEREOTYPING IN RESOURCE MATERIALS

- TO THE TEACHER -

Ideally, all materials used in the classroom would be free of bias. Realistically, this is not yet the case. It becomes the teacher's responsibility to assist students in evaluating materials utilized, in regard to bias or stereotyping.

The following check list is designed to increase student awareness regarding bias and stereotyping present in commercially prepared resource materials. The check list can be used throughout the school year to reinforce the awareness and evaluation process.

After having used the check list several times, the student may begin to internalize the evaluation process for personal use in and out of the classroom setting.

This package was developed with the assistance of Ms. Nina Heflin.

IDENTIFYING BIAS AND STEREOTYPING IN RESOURCE MATERIALS

- PREPARING THE STUDENTS -

Before doing the check list, students need an understanding of the following terms:

Minority groups
Majority groups
Ethnic groups
Culture
Cultural pluralism
Race
Racism
Stereotype
Prejudice
Discrimination
Bias
Sexism

Students, also, need an understanding of why biased materials exist. A discussion of recent movements that have raised the consciousness level of our society will aid in meeting this need. A concise lesson in school economics will help explain why biased materials remain in our classrooms. Producers of resource materials can be given some of the responsibility, since some companies continue to market materials containing bias and stereotyping.

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FOCUS ON BIAS AND STEREOTYPING-------YOUR OPINION PLEASE !

Directions: As you view or read classroom materials, please evaluate them regarding the items on this check sheet. There is space allowed for you to write your responses to each item. After each item, place a check under the appropriate column.

Title: ______________________ Copyright or publication date: ________

Author or Publishing company: ______________________________.

Type of material: ___Textbook ___Film ___Filmstrip ___Other (specify)

USE SPACES TO CHECK AND COMMENT	Yes	No	Does not apply
1. Are different racial and ethnic groups included?			
2. Are minority group members shown in a negative or stereotyped manner?			
3. Are the contributions of these groups to society presented or discussed?			
4. Are problems faced by these groups discussed?			
5. Does the material provide a fair and accurate image of all groups protrayed?			
6. Are activities and experiences, other than those common to white middle class, included?			
7. Are persons of different ethnic groups shown interacting as equals?			
8. Does the material contain any sex bias?			
9. Are certain roles or jobs shown as 'male' or 'female'?			
10. Are men and women shown in non-traditional roles?			
11. Are women and minorities shown in positions of responsibility?			

RECOGNIZING BIAS AND STEREOTYPING IN RESOURCE MATERIALS

FOLLOW-UP IDEAS FOR STUDENT ACTIVITIES

1. Collect advertisements from newspapers and magazines. Group on a bulletin board according to those that present sexual or ethnic stereotyping and those that do not.

ADS WITH A 'Narrow' POINT OF VIEW	ADS WITH A 'Broader' POINT OF VIEW

2. Interview workers who have non-traditional occupations according to sexual stereotyping. Find out what influenced the job choice and what, if any. problems they have encountered because of the job choice.

3. Interview successful role models from various ethnic groups.

4. Visit parts of our community where there is a high concentration of a particular ethnic group.

5. Visit ethnic restaurants or grocery stores.

6. Examine the "Help Wanted" section of the newspaper. Which jobs do you see as 'male' or 'female'? Examine the salaries. Which tend to have higher salaries--male or female. Are special skills required for the jobs that pay more money? Could women, as well as men, develop these skills?

7. Visit the Vocational-Technical School. See both sexes being trained in the technical areas.

8. Research the Civil Rights movement.

9. Research the Equal Rights Amendment. Organize a class debate with one side supporting ratification and another opposing it.

10. Demonstrate how we are programmed to certain types of behavior and stereotyped thinking. Ask students to 'think back' to presents they received as young children. How many boys were given baby dolls? How many girls were given trucks or cars? Who received the doctor kits? Who received the nurses kits? Were the boys ever told "boys aren't supposed to cry"?

11. Discuss marriage in terms of what jobs are the husband's and what jobs are the wife's? Who does the dishes, washes the car, does the lawn, takes care of the children or cooks the meals?

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RECOGNIZING BIAS AND STEREOTYPING IN RESOURCE MATERIALS

RESOURCES:

Films--
"Bias is a Four Letter Word"
"The Eye of the Storm"
Available at the District Career Education Center

"Anything You Want To Be"
"A World for Women in Engineering"
"Black Pride"
Available from Southwestern Bell film library

"Heritage in Bronze, A Mexican American Speaks"
"American Indian Influence on U.S."
Available from the Kansas City School District film library

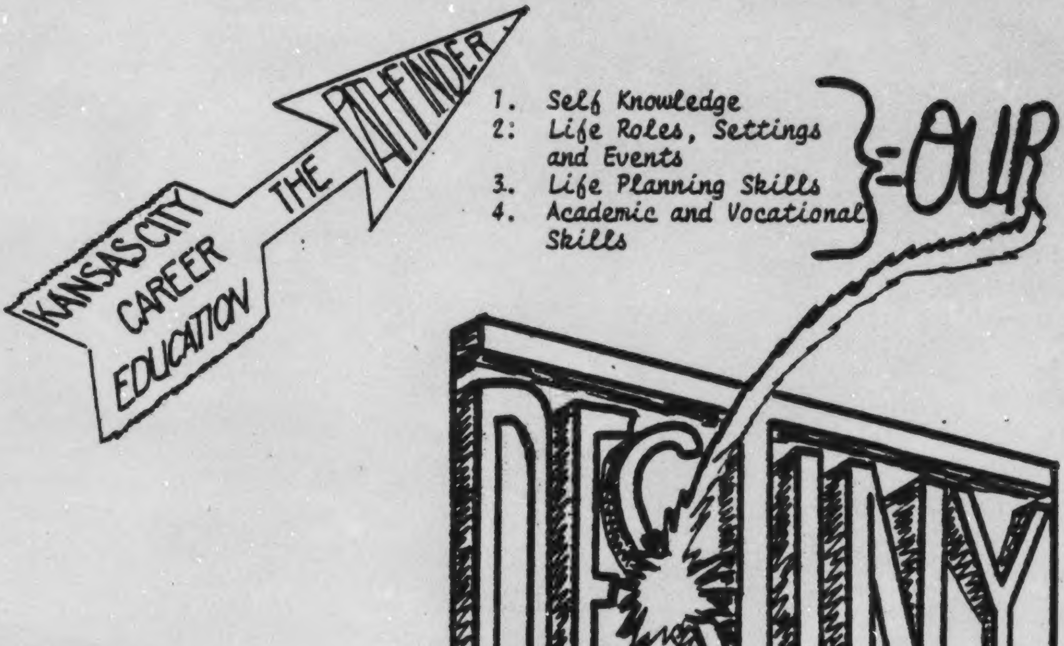
Filmstrips--
"Minorities Have Made America Great" Set I and II
Available from the Kansas City School District Audio-Visual library

"Jobs and Gender"
Various filmstrips showing workers in non-traditional jobs
Available at the District Career Education Center

Books--
Finkelstein, Sandifer, and Wright, "Minorities, U.S.A.",
Globe Book Company, C. 1971, 175 Fifth Ave., New York,
New York 10010

Career Education

IS LIFE PLANNING


KANSAS CITY
CAREER
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THE
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DESTINY

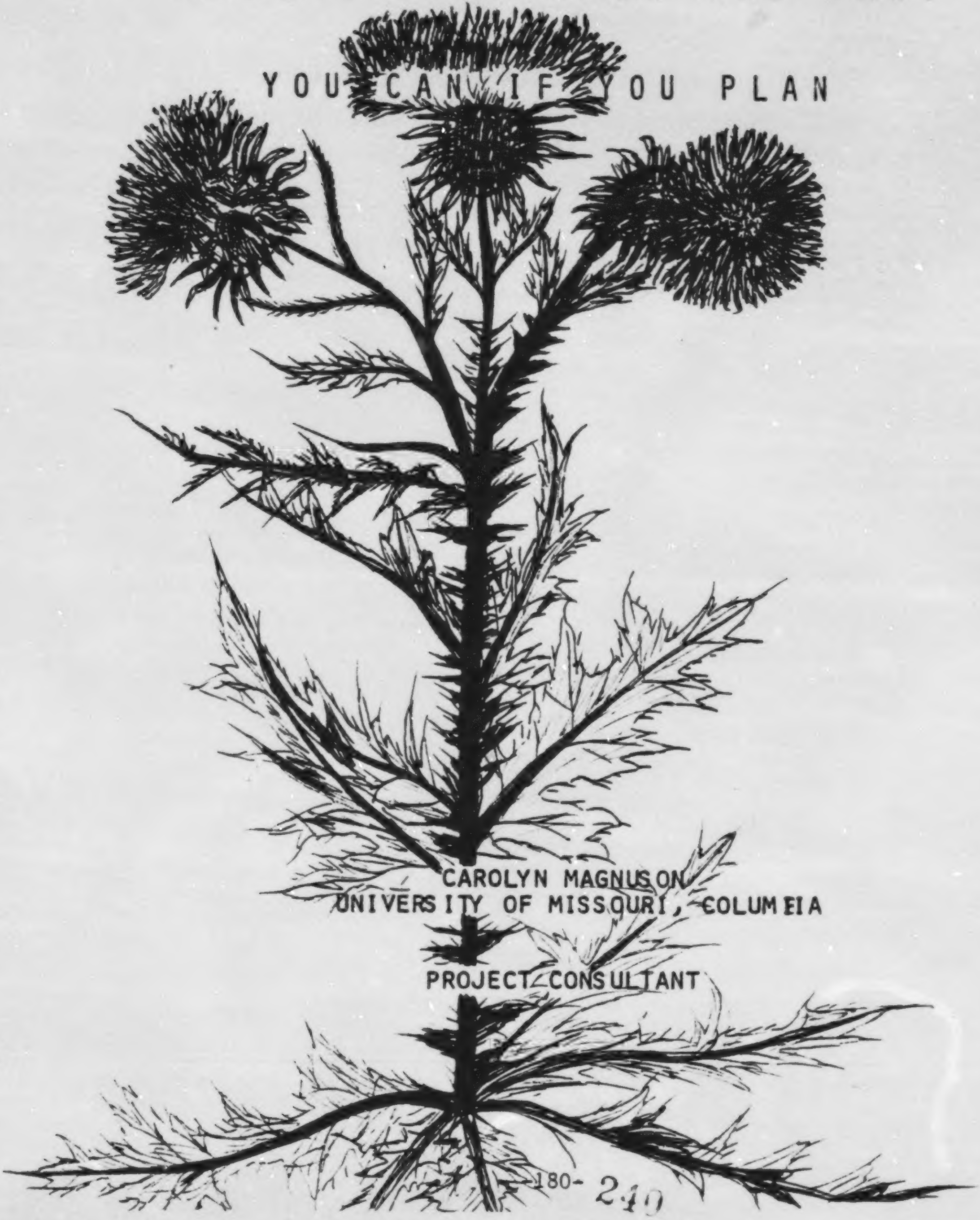
1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

The following unit was developed for Kansas City by Carolyn Magnuson. It is intended for use by teachers to assist 8th grade students with career development. It allows for flexibility in teaching styles and student participants.

THIS IS YOUR LIFE

MAKE IT THE BEST YOU CAN:

YOU CAN IF YOU PLAN



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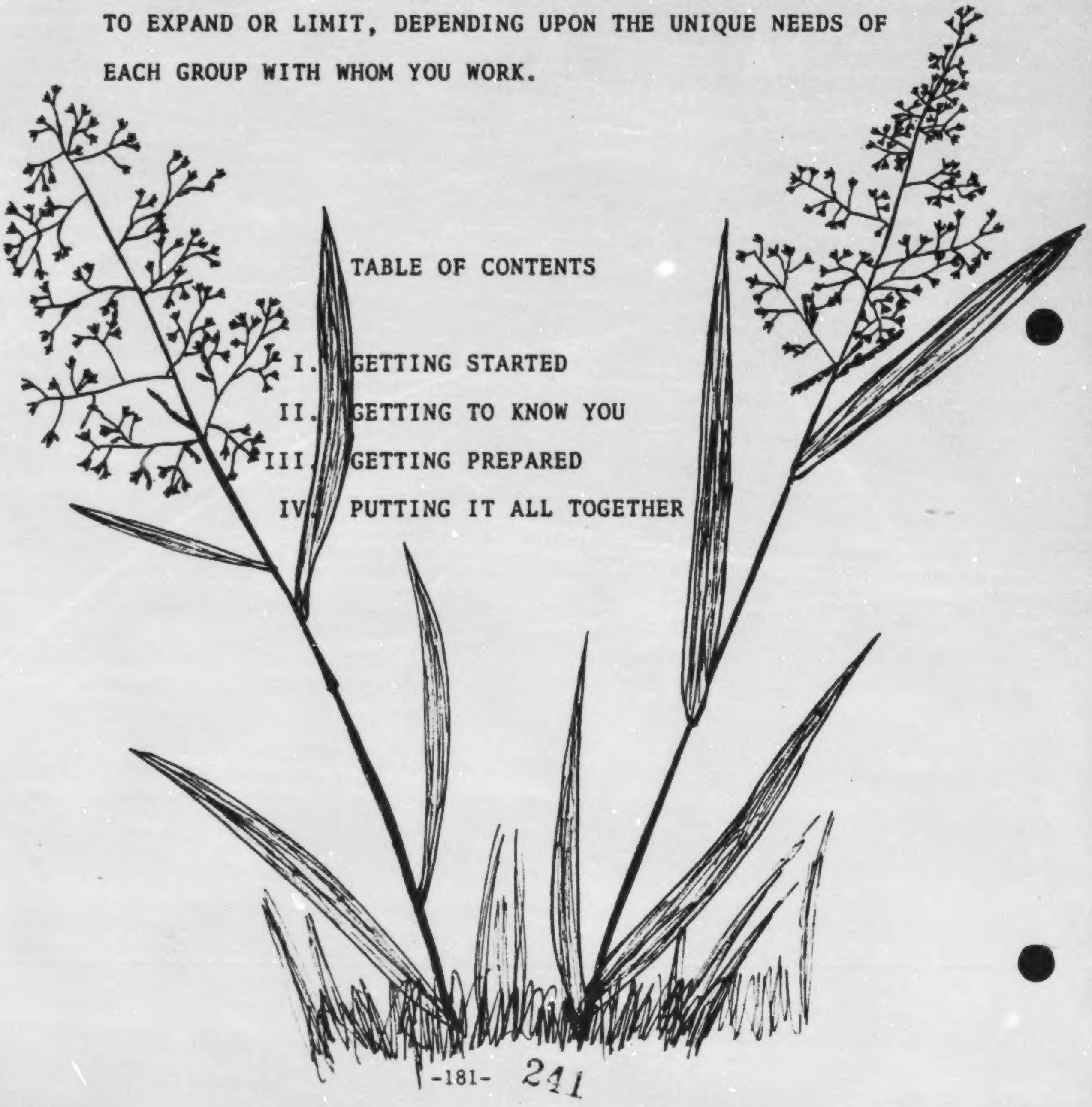
SUGGESTED ACTIVITIES FOR HELPING STUDENTS DEVELOP A CAREER PLAN. IT SHOULD BE NOTED THAT THESE ACTIVITIES ARE INTENDED TO BE STARTERS FOR YOUR THINKING, FOR YOU TO EXPAND OR LIMIT, DEPENDING UPON THE UNIQUE NEEDS OF EACH GROUP WITH WHOM YOU WORK.



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IV. PUTTING IT ALL TOGETHER

GETTING STARTED

Generate student interest in the world of work through stimulating them to think of the many jobs there are. The following are some possible activities.

I-A WHY WORK? (one class period)*

Several days before starting this unit, put up a giant sized sign with the words "WHY WORK?" written in an eye-catching style. Make no comment on it. After several days, tell students that you want them to talk with as many workers as possible about their work so that you can develop a class answer to the question "Why Work?".

On "D-Day", (Discussion Day) share some of your reasons for working with them. Be open and allow for the possibility that not everyone wants to work at the job they are presently in and that working isn't always fun. Focus on work as being a way we help each other as well as ourselves. Emphasize interdependency. (See Activity I-F)

Why Work?

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* Time requirements are minimums and may be expanded as needed.

I-B HOW MANY JOBS? (one class period plus a few minutes in several succeeding class periods.)

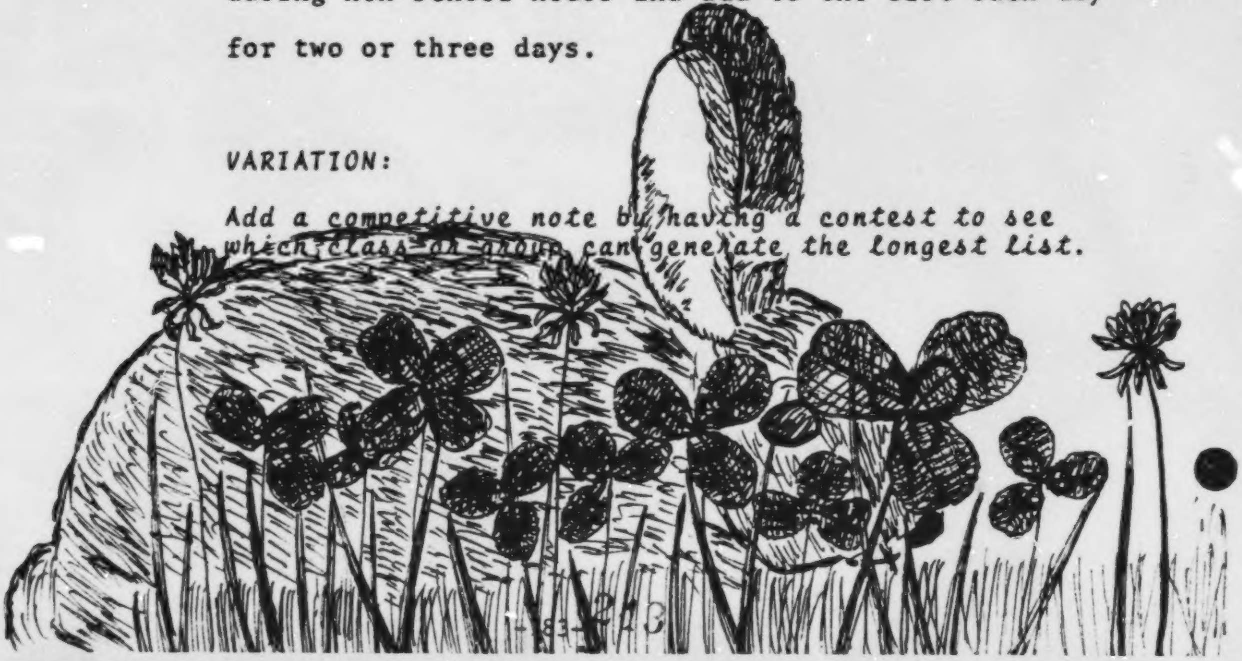
Have each student write down all the jobs he or she can think of in one minute.

Use jobs they have written individually to brainstorm for a specified time limit of two or three minutes a group list of occupations. Write occupations on a sheet of butcher paper so the list may be saved. (Remind students that brainstorming means getting down as many ideas as possible. Encourage them to build on each other's ideas and to think as creatively as possible.)

After they have brainstormed for the specified time, look over the list for duplicates and/or jobs that are not clearly understood. Have students watch for workers during non-school hours and add to the list each day for two or three days.

VARIATION:

Add a competitive note by having a contest to see which class or group can generate the longest list.



I-C WHO WORKS THERE? (one class period)

Specify a work site such as a school building and identify all workers who keep the site operating. (Can be done individually, in small groups, or as a large group.)

I-D WHO USES _______________? (one class period)

Think of a material or a skill and identify all workers who rely on it for success on the job, eg. skill in math: accountant, bookkeeper, salesperson, teacher, inventory clerk; or gasoline: heavy equipment operators, farmers, service station operators. (Using their favorite school subject will help them begin to think about occupations they might enjoy).

I-E IS THERE A WORKER IN THE HOUSE?

(one or two class periods.)

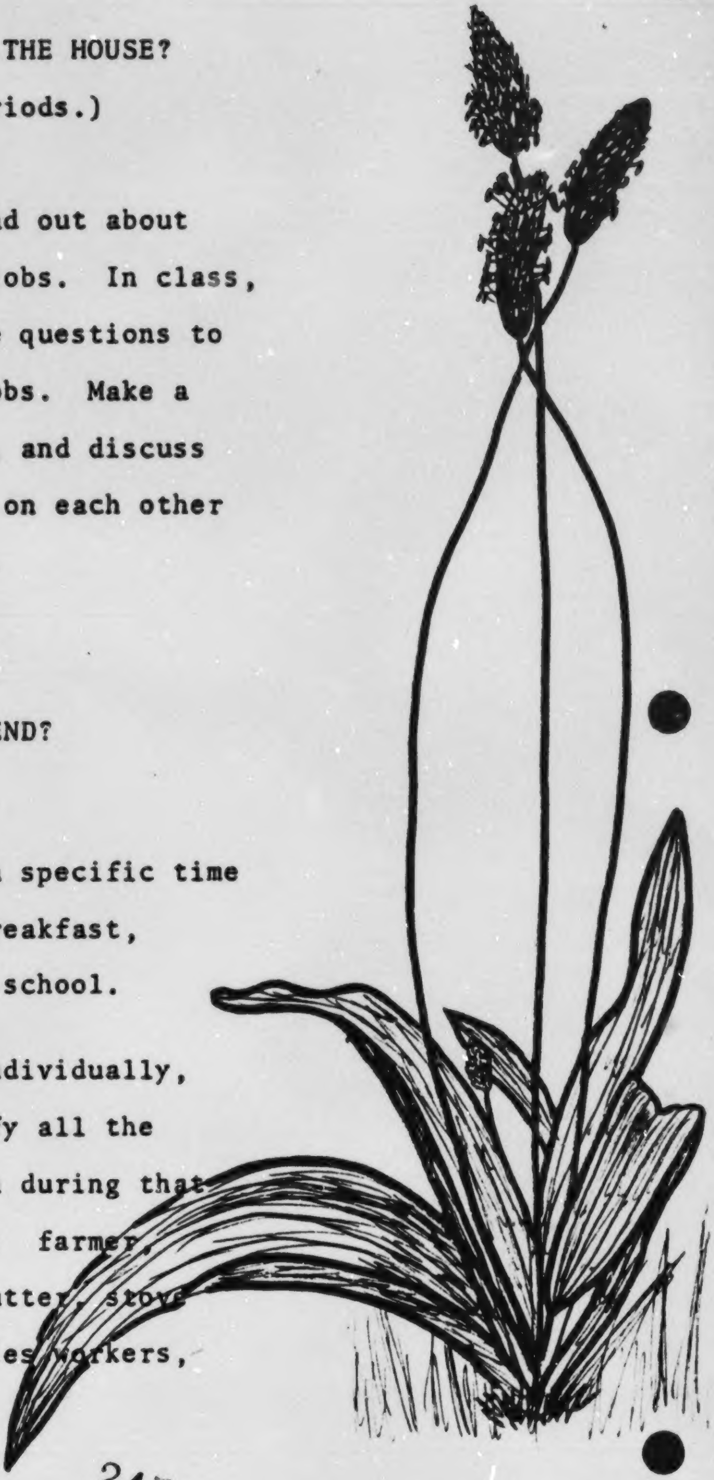
Have each student find out about his or her parents' jobs. In class, develop some possible questions to be asked about the jobs. Make a list of all the jobs, and discuss the ways we can rely on each other for the jobs they do.

I-F UPON WHOM DO YOU DEPEND?

(one class period)

Assign each student a specific time of the day such as breakfast, school, lunch, after school.

In small groups or individually, have students identify all the workers they count on during that time, eg., breakfast: farmer, grocery clark, meatcutter, stove manufacturer, utilities workers, dish maker.



GETTING TO KNOW YOU

Help students begin to look at the world of work in terms of themselves. The focus should be on their being able to verbalize what they like and do not like to do--in and out of school. Help them use the information they have about themselves to begin identifying occupations or occupational groups which they would like to know more about.

II-A THIS IS ME! (Two or three class periods)

Have students bring in old magazines. If students don't have access to magazines, perhaps they can be obtained from a person who supplies magazines for grocery or drug stores. The store manager can furnish the name of the person or company.

Give each student a manila file folder (or use heavv paper of similar size). Have them cut pictures of things or words that represent them from the magazines. Encourage the inclusion of pictures (and words) to represent house, food, clothing, pets, leisure activities as well as personality characteristics.

When they have found a lot of pictures have them arrange the pictures in a collage on the inside of the folder. Encourage them to overlap pictures and to cover the entire surface. When they have finished, have them write " THIS IS ME " on the cover.

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Group students in groups of four, trying NOT to have good friends in the same group (unless you want "friend-talk"). Provide structure for the small group discussions, eg., "I'm going to give you each one minute to tell about your three most favorite foods". Have one person be the focus person each minute and while he or she is talking, the others listen.

Provide time for anyone who would like to, to share their's with the class.

VARIATIONS:

Have students project themselves into the future 20 years and find things that represent "THE ME I'D LIKE TO BE". Put collages on wall and/or bulletin board and have students guess who each one represents.

II-B I AM SOMEONE WHO ________________. (one class period)

Provide each student with a grid similar to the one shown on page

Tell students they are going to think of 20 ways to complete the sentence "I am someone who ________". The responses will be true statements that are personal characteristics. They might be statements such as:

I AM SOMEONE WHO LIKES TO TALK TO MY FRIENDS.
I AM SOMEONE WHO LIKES MATH.
I AM SOMEONE WHO IS RARELY ON TIME.
I AM SOMEONE WHO LIKES TO WORK IN A QUIET PLACE.
I AM SOMEONE WHO LIKES TO BE THE LEADER.
I AM SOMEONE WHO IS CREATIVE.
I AM SOMEONE WHO IS GOOD AT WORKING WITH MY HANDS.
I AM SOMEONE WHO DOESN'T LIKE TO WORK ALONE.
I AM SOMEONE WHO HATES TO GET UP EARLY.

If they have trouble getting 20, have them help each other. Stress the importance of "true statements". When their lists are complete, have them code their lists in the following way:

W = THOSE WHICH ARE RELATED TO WORK

P = THOSE WHICH YOUR PARENTS EXPECT OF YOU

H = THOSE THAT HELP YOU GET ALONG BETTER EVERY DAY, VS. THOSE THAT GET YOU INTO TROUBLE

L = THOSE WHICH YOU REALLY LIKE ABOUT YOURSELF

* = THE FIVE THAT ARE MOST LIKE YOU

Help students identify patterns that emerge as they code their characteristics. Have students write "I learned that I ..." or "I think that I need to ...." statements.

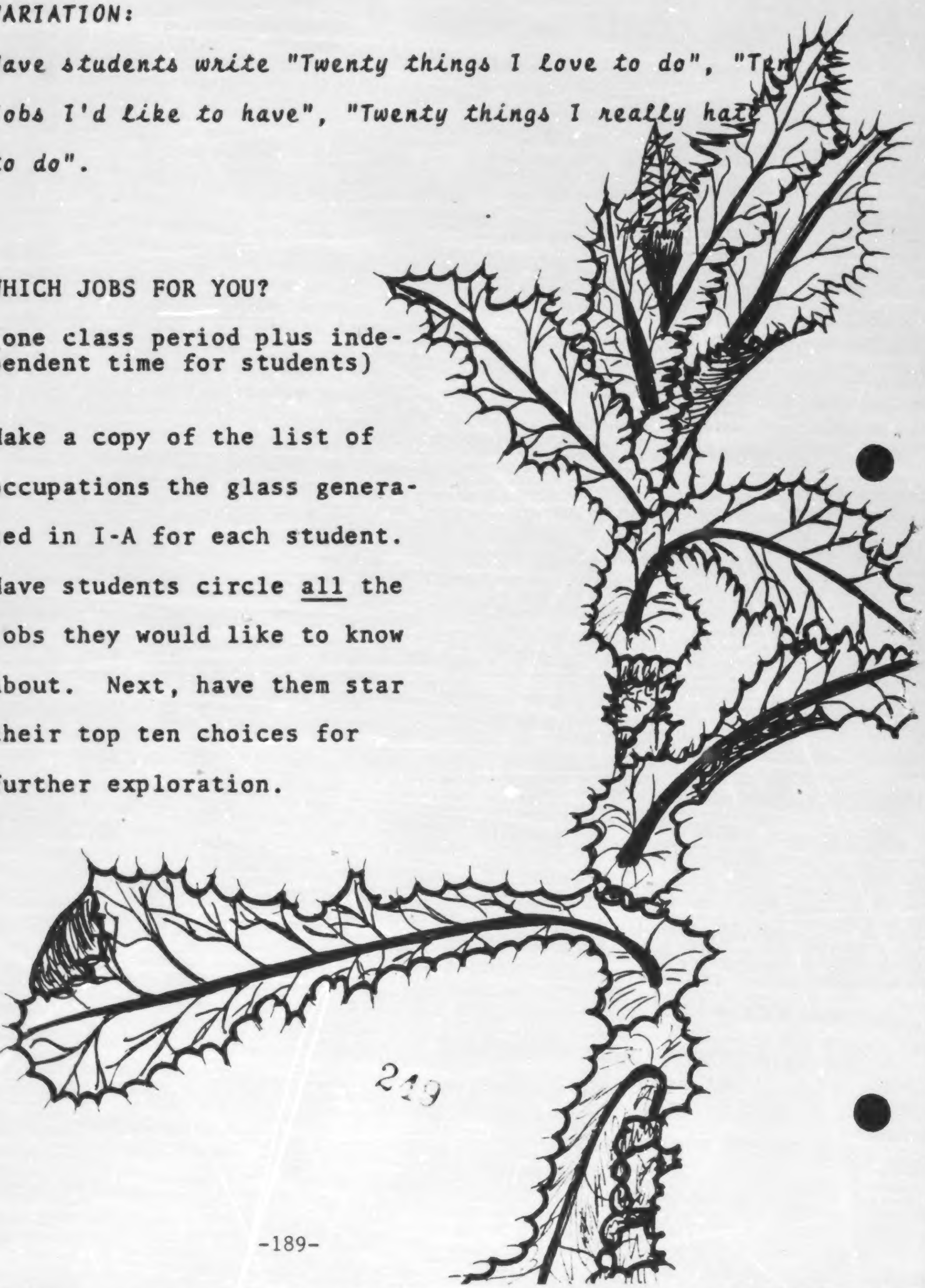
VARIATION:

Have students write "Twenty things I love to do", "Ten jobs I'd like to have", "Twenty things I really hate to do".

II-C WHICH JOBS FOR YOU?

(one class period plus independent time for students)

Make a copy of the list of occupations the glass generated in I-A for each student. Have students circle all the jobs they would like to know about. Next, have them star their top ten choices for further exploration.



Group students according to those who have indicated the same or similar occupations.

Work with students to help them identify ways they could find out more about the jobs. Some possibilities include:

--inviting someone in the specific occupation to class
--after school visits to worksite
--talk with school counselor
--reference material such as Occupational Outlook Handbook or Dictionary of Occupational Titles
--telephone interviews

II-D IN MY PERFECT FANTASY (one class period)

Have students project themselves to a day in the future 14 or 15 years (to a time they will be twice their present age).

Guide them to think about what they will be doing all during that day with questions related to such ideas as:

What time they get up
What their bedrooms look like
What they wear
Is there anyone with them? Spouse? Children?
How they get to work
What do they see on the way
Work environment--people? Office? Factory?
What do they do after work?

Plan some way for them to share fantasy. Some ideas are:

A series of pictures
Small groups sharing
In writing

Have students write "I learned ..." or "I was surprised that I ...." statements about their fantasies.

II-E WHO'S IN CHARGE HERE? (one class period)

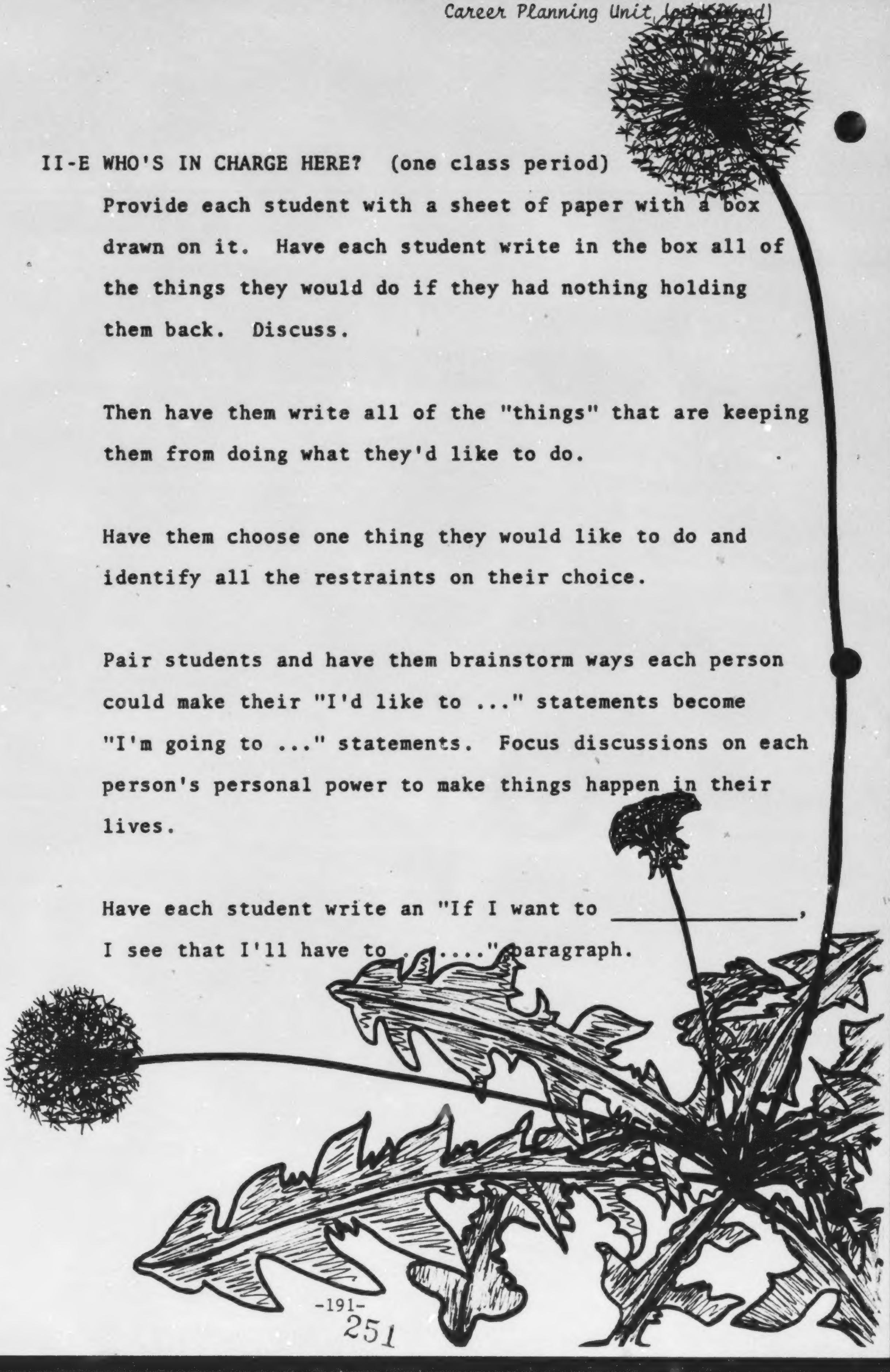
Provide each student with a sheet of paper with a box drawn on it. Have each student write in the box all of the things they would do if they had nothing holding them back. Discuss.

Then have them write all of the "things" that are keeping them from doing what they'd like to do.

Have them choose one thing they would like to do and identify all the restraints on their choice.

Pair students and have them brainstorm ways each person could make their "I'd like to ..." statements become "I'm going to ..." statements. Focus discussions on each person's personal power to make things happen in their lives.

Have each student write an "If I want to ________________, I see that I'll have to . . ...." paragraph.



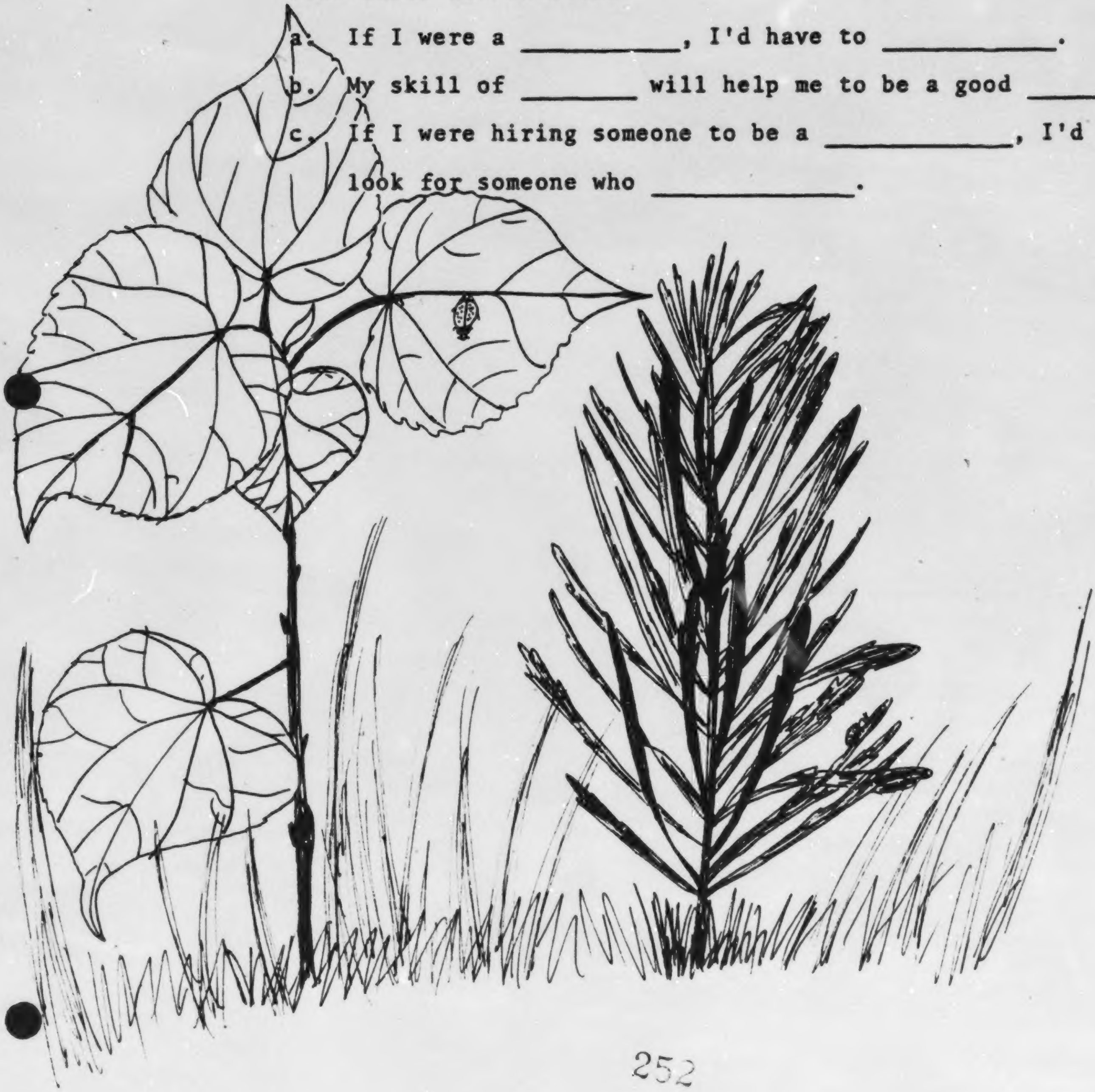
II-F WHICH JOBS FOR YOU? (Part II) (one class period)

Using the ten jobs identified in II-C, have students relate their personal characteristics to those required for success in those jobs. The following are some ideas for starters:

a. If I were a ___________, I'd have to ____________.

b. My skill of ________ will help me to be a good _______.

c. If I were hiring someone to be a _____________, I'd look for someone who _______________.



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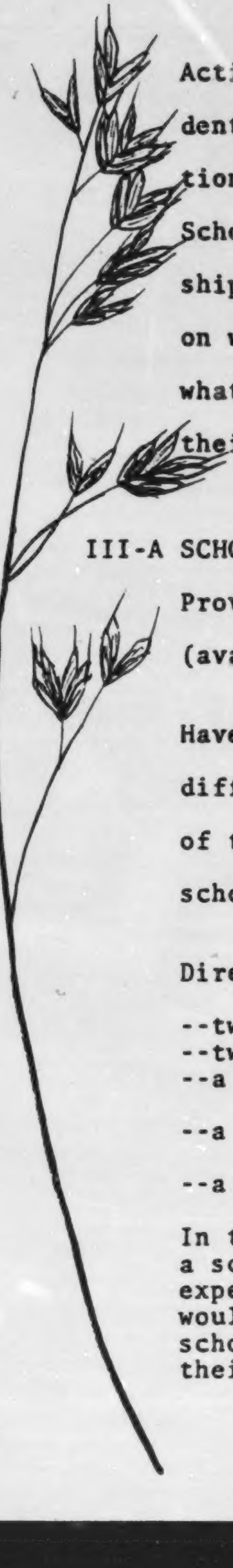
GETTING PREPARED



Activities in this section provide ideas for helping students learn about the many kinds of occupational preparation sites there are including Vocational-Technical School, post-secondary 2 and 4 year programs, apprenticeships, on-the-job-training. Focus should be on expanding on what the students presently know, then narrowing to what they should take in high school to prepare them for their post-secondary plans.

III-A SCHOOLS! SCHOOLS! SCHOOLS! (one class period)

Provide each student with a copy of the yellow pages (available through the Career Education Office).

Have them look under "Schools" and identify the different kinds of schools they find. (At the beginning of the listing is a cross-reference guide to specific schools.)

Direct them to find such schools as the following:

--two schools with names that make them smile
--two schools with names that interest them
--a school where they could go to learn to
    drive a truck
--a school where they could learn to be a
    doctor or a teacher
--a school where they could learn to manage a motel

In the discussion, point out the cautions when selecting a school, eg, schools that provide training at a high expense for jobs for which on-the-job-training (free) would be adequate; schools that are not accredited; schools that do not take responsibility for placing their students in jobs after training.

III-B HELP WANT-AD! (one class period)

Provide each student with a copy of the want-ads (no need for them to all have the same day's ads).

Have students look through the "Help Wanted" section and find five jobs they would like to have.

For each job listed, have them identify the skills needed (personal as well as work) and how/where they could prepare themselves for the jobs.

III-C HERE I AM, JOBS! (one class period)

Using the jobs identified in Activity III-B, have students write a "Situation Wanted" ad for themselves. Encourage creativity.

Post the ads and have students guess which of their classmates each ad represents.

III-D HOW CAN I AFFORD TO __________. (one half to one class period)

Help students to begin identifying sources for financial assistance. The school counselor or a financial aid representative from a university or college are resources for this information. Focus on the idea "Where there's a will, there's a way"!

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III-E WHAT SHOULD I TAKE? (one class period)

Using the students' selected occupations, have them relate their current academic preparation to those jobs.

With the help of the high school counselor, help students relate the high school course offerings to the requirements for their selected occupations.

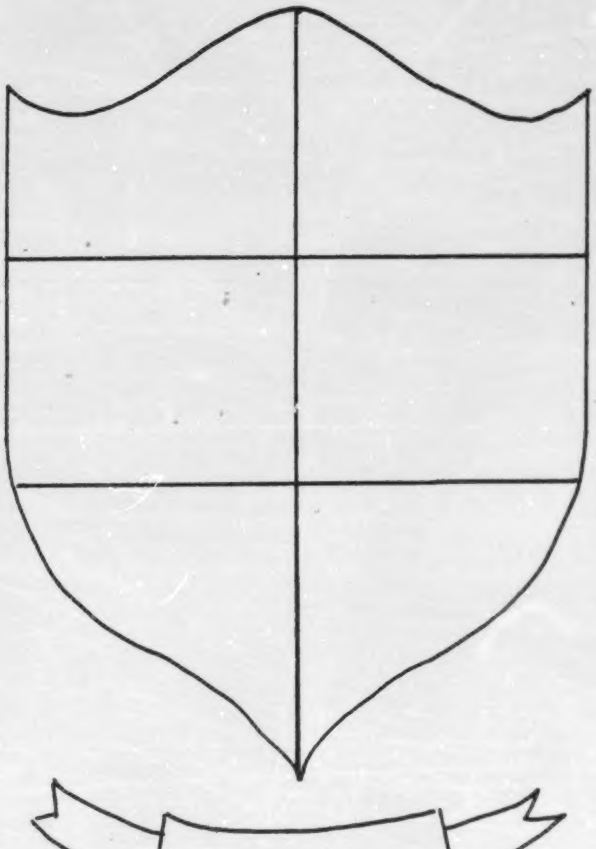
If it hasn't already been stressed, explain the high school graduation requirements. Relate high school courses to requirements for admission to post-secondary training programs.

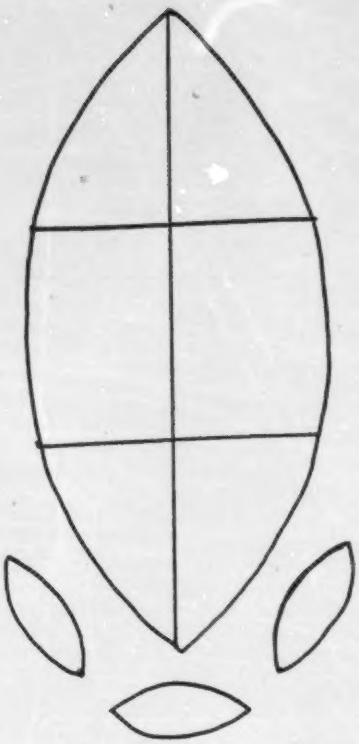
PUTTING IT ALL TOGETHER

These activities are designed to help students put what they've learned about themselves with what they've learned about selected occupations and to help them become directly involved in planning for their future.

IV-A PERSONAL SHIELD (one class period)

Have students draw a shield on a sheet of paper. It will look something like this:





In each section, draw a picture or put words to represent the following:

1. My ideal job
2. Two things about me that will help me to be successful in the job
3. Two things about me that I'll have to work on so I will be successful
4. Two places I could go to get training as a ......
5. Three things I'd like for my boss to say about my work
6. Three things I'd like for the people I work with to say about me

Have each student write a paragraph " I will be a good ________________ because ______________________.

IV-B WHO WILL YOU BE? (one class period)

Have students draw a picture of themselves at work in the year 2000.

Below the picture, have them write "When I'm a __________________, I'd still like to (visit my family often, run, play football, etc.") "When I'm a ________________, I will have to (be on time, more friendly, work better, etc.)"

The focus is on changes--changes they will make as well as not changing certain characteristics or qualities.

IV-C MY FRIENDS--NOW AND THEN (one class period)

Have students draw one picture of their closest friend (or friends) as they are now and another picture of the friend in the year 2000. How will he or she change? What will the changes they both make mean to their relationship?

Encourage them to share their projections with their friends.

IV-D WHERE DO I GO FROM HERE? (one and a half class periods)

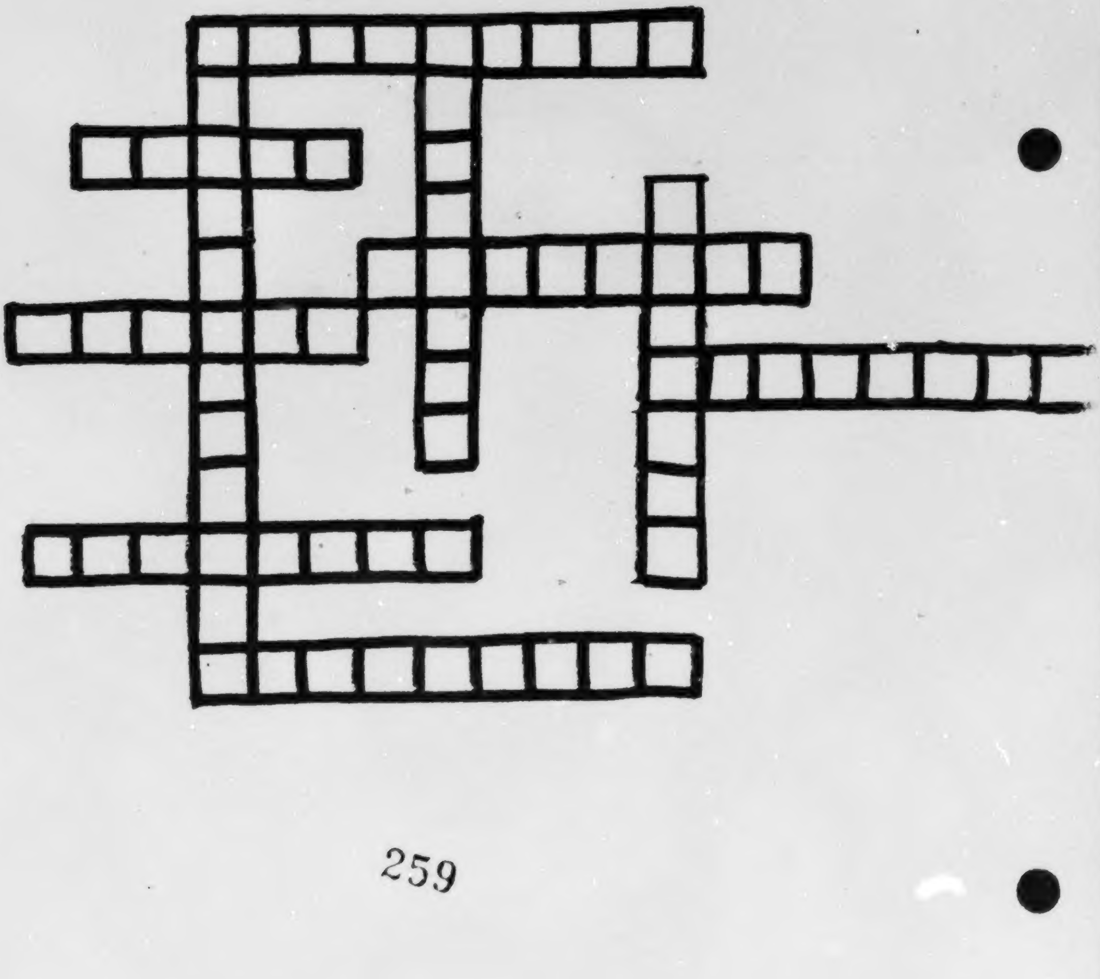
Help students complete the "Career Plan".

Talk about parts that were easy to do and parts that were hard to do. Encourage students to identify what other information they need to help them take an active role in what happens in their lives.

WHY DO PEOPLE WORK?

THE FOLLOWING LIST INCLUDES SOME OF THE REASONS WHY PEOPLE WORK. WRITE THE REASONS IN THE PUZZLE BLANKS. EACH SPACE WILL HAVE ONE LETTER WRITTEN IN IT WHEN THE PUZZLE IS DONE CORRECTLY.

NECESSITY
CHALLENGE
INTEREST
CONTRIBUTION
PRESTIGE
LEARNING
ACTIVITY
SOCIAL
MONEY
RESPECT



I AM SOMEONE WHO:	W	P	H	L	*

W = WORK RELATED
P = PARENTS EXPECT OF YOU
H = HELPS YOU
L = LIKE ABOUT YOURSELF
* = 5 THAT ARE MOST LIKE YOU

WHERE AM I GOING?

NAME ______________________________________ DATE ____________________

(Last) (First)

I. I will graduate from high school in the year ____________.

II. When I am 25 years old, I would like to be working as a ______________________.

III. I would like to have a job where I could:

	all the time	some of the time	none of the time
Work around people			
Work by myself			
Use math skills			
Use speaking skills			
Use writing skills			
Use science skills			
Use my hands			
Use artistic skills			
Use musical skills			
Build things			
Work on assembly line			
Work outside			
Help other people			

	all the time	some of the time	none of the time
Work with animals			
Make lots of money			
Have day-time hours			
Be the boss			
Be told what to do			
Be my own boss			
Wear nice clothes			
Live in the city			
Live in the country			
Use physical strength			
Have job in hard times			
Be important			
Think a lot			

IV. Some of the jobs I might like to have are:

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

MARK your first choice of a job with a "1", your second choice with a "2", and your third choice with a "3".

V. Check the following responses in regard to your top 3 job choices.

These personal skills would help me do this job well:	Job #1	Job #2	Job #3
a. getting along well with other people			
b. being on time			
c. trying to do better all the time			
d. being able to take advice			
e. following directions			
f. working as a team member			
g. being honest			
h. being reliable			
i. being loyal			
j. being fair			

CIRCLE the skills you feel you already have shown by your work at school.

VI. The high school courses that will help me prepare for each job are:

	Job #1	Job #2	Job #3
Mathematics			
Science			
English			
Industrial Arts			
R. O. T. C.			
Vocational-Technical Training			
Social Studies			
Business			
Home Economics			
Foreign Language			
Physical Education			
Psychology			
Speech			
Fine Arts			
Music			

CIRCLE the courses you're planning to take in high school.

VII. These jobs require the following training:

	Job #1	Job #2	Job #3
1. high school diploma			
2. vocational/technical/trade school			
3. apprenticeship			
4. 2 years of college			
5. 4 years of college			
6. On-the-job training			
7. Other			

VIII. I would like more information about:

_____ a. Attending the Vocational-Technical School

_____ b. Preparing for college

_____ c. C.O.E. classes (high school credit is given for on-the-job experience)

_____ d. Other (please explain)

IX. In order to find out more about these jobs, I will:
(Circle the letters of the ones you will do.)

a. Talk with someone who has the job
b. Look it up in the Occupational Outlook Handbook
c. Look it up in the Encyclopedia of Careers & Vocational Guidance
d. Write away for information
e. Read a book about it
f. Visit the resource center
g. Visit a place where this worker might be employed
h. Make an appointment to talk to my school counselor

X. Write a brief paragraph on this sheet about who and what has influenced your present choice of jobs.

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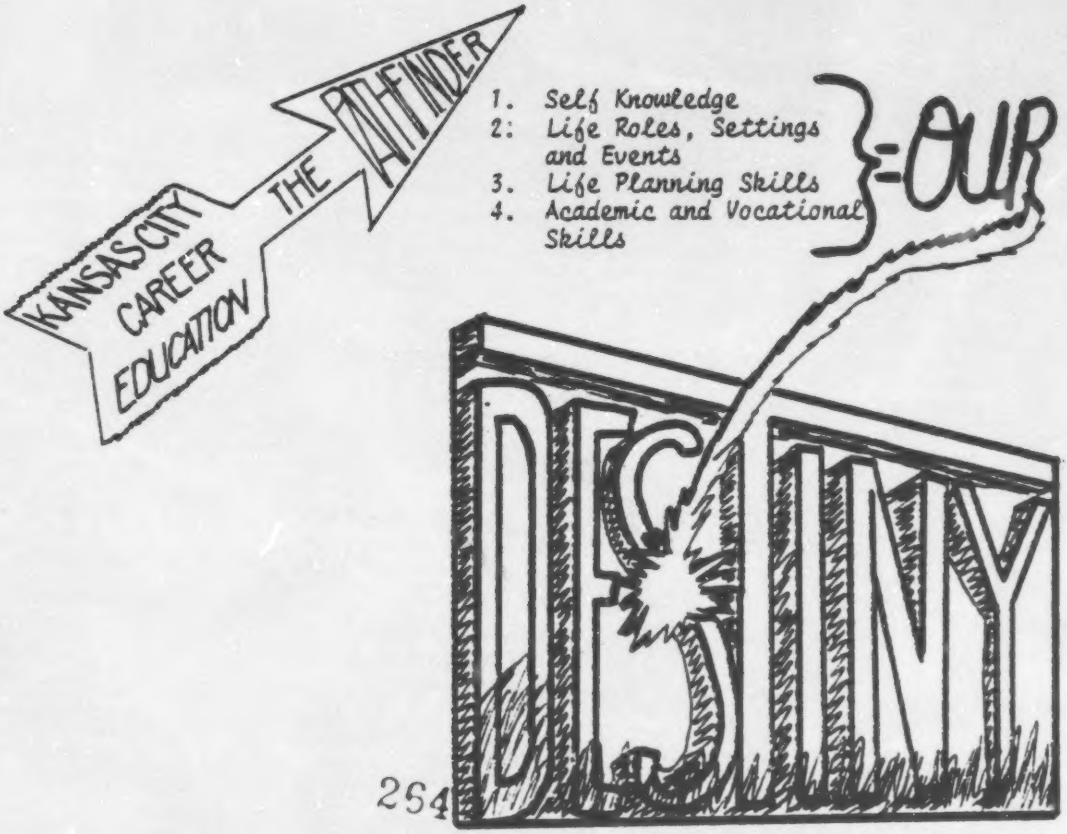
Career Education

INFUSION STRATEGIES

GENERAL


KANSAS CITY
CAREER
EDUCATION
THE
PATHFINDER
=OUR
DESTINY

1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE LIFE EVENTS **SUBJECT(S)** General **GRADE LEVEL(S)** Jr. & Sr. High

Career Education Learning Areas: ☒ **Self Knowledge** ○ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Ms. Heflin

C. E. GOALS AND TEACHING POINTS

1.2 The students will identify how their personal characteristics affect their relationships with others.

knowing what other kids like and don't like about them

knowing what others think of them and how it affects what they think of themselves

knowing how to change things about themselves that they do not like

1.4 The students will know the necessity of being able to function in a variety of situations

knowing how to fit into a variety of groups

ACTIVITIES AND EVALUATION PROCEDURES

Process

1. Have each student take a sheet of paper and divide it into six columns.

2. Now, ask the students to pause just a minute and think back over the past few years in their lives and remember the most important things that have happened to them in those years that have in some way changed their lives. These events may range from such things as winning the fourth grade spelling bee to Mom and Dad getting a divorce or to an older brother getting married and leaving home. The only requirement for being on the list is that the event affected them or led to a change in their lives. The change may be either positive or negative. In the first column have them list five of these events.

3. After they have recorded these, ask them to look at each event and ask the question - Would I want this to happen to me if I had my life to live over again? Instruct them to answer "yes" or "no" to that question in the second column across from the specific event.

MATERIALS AND RESOURCES

ONTINUED
areer Education Infusion Strategies

EIS Title Life Events

ubmitted by: Ms. Heflin

.E. GOALS AND TEACHING POINTS

standing up for their beliefs and rights

3.3 Students will recognize the need for flexibility in planning.

knowing when changes should be made in their plans

3.4 Students will assume the responsibility for their planning.

assuming responsibility for making immediate plans as well as long range plans

taking action toward solving problems

ACTIVITIES AND EVALUATION PROCEDURES

4. In the third column have them designate by using an "F" (forced) or a "C" (chosen) whether the event was something that happened to them over which they had no control (i.e., it was forced upon them, or whether the event was something which they chose to participate in). A few events may be a combination of "force" factors and "choice" factors. If so, tell them to designate these as F and C.

5. The fourth column is for recording whether their family approved or disapproved of this event. If the family does not know about the event or happening, have the student imagine what his/her family's reaction would be.

6. In the fifth column, have students use a "+" to designate the events that have made their lives easier and a "-" to depict events which have made life harder for them.

7. Move now to the sixth column and have students determine whether they feel their lives are happier or sadder as a result of this event.

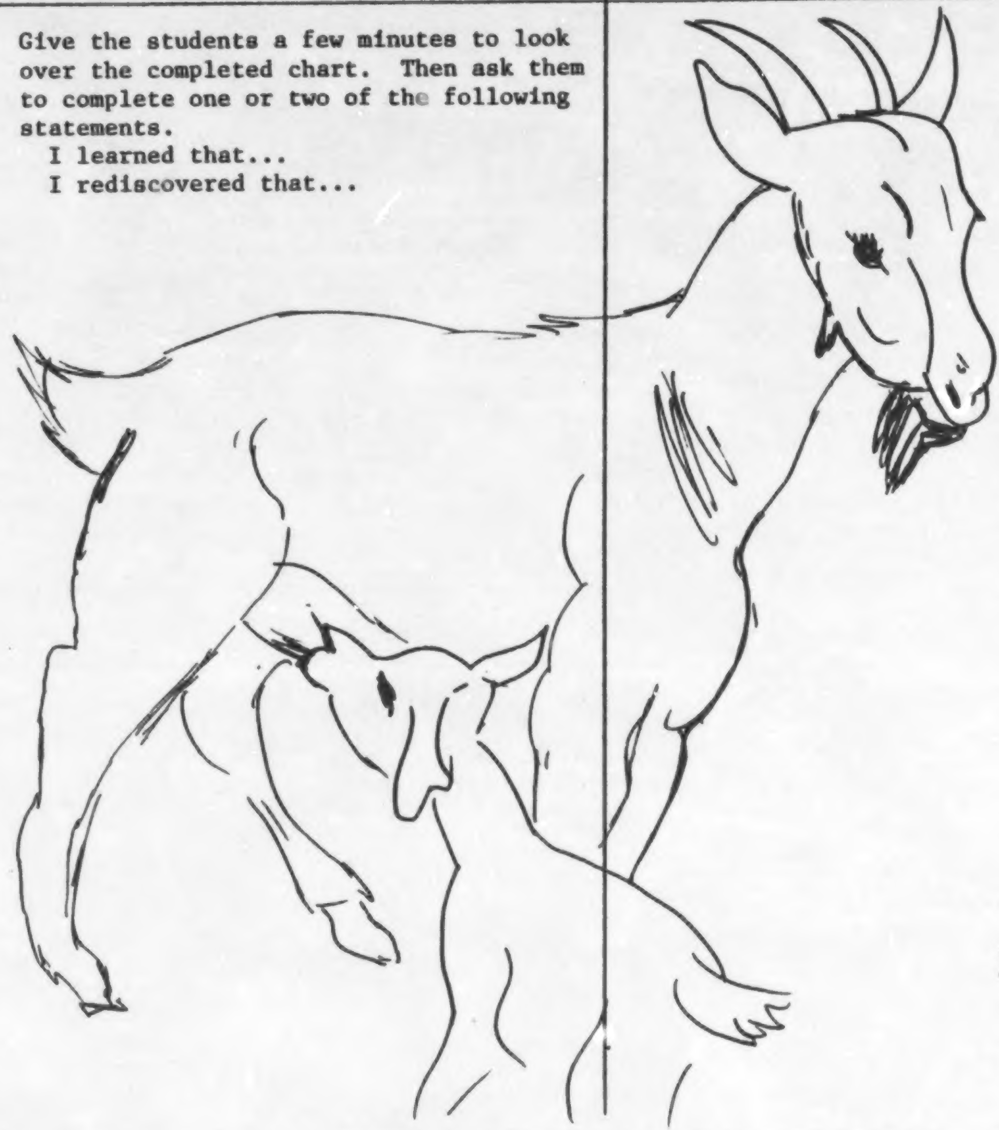
MATERIALS AND RESOURCES

ONTINUFD
areer Educat[illegible] Infusion Strategies

EIS Title Life Events

ubmitted by: Ms. Heflin

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	8. Give the students a few minutes to look over the completed chart. Then ask them to complete one or two of the following statements. I learned that... I rediscovered that...	



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE WHAT WOULD YOU LIKE TO BE SUBJECT(S) General GRADE LEVEL(S) 7 - 10

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by:

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society.	1. Have students research occupations and make a written or oral presentation on one of the jobs they feel would be interesting to have as an adult.	Bulletin board made by the students in the class.
understanding advantages and disadvantages of different jobs	2. A bulletin board can be made by the students depicting those occupations reported on by class members. The jobs shown on the bulletin board need not be limited to those reported on, however.	Resource center information and possible use of interviewing family members or friends for occupational information.
4.3 Students will know the prerequisites of a variety of occupations.	3. From the occupations chosen by students, have group select one and invite a guest speaker who is employed in that job.	Guest speaker.
knowing the amount of education needed for various occupations	4. Write "thank you" note to guest speaker.	
knowing the special abilities necessary in order to enter various occupations	NOTE: Teacher can decide what skills are to be emphasized in teaching this unit, such as research skills, language skills, artistic skills, verbal skills, writing skills, etc.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE PERSONAL KITE SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

1.2 Students will identity how their personal characteristics affect their relationships with others.

knowing what others think of them and how it affects what they think of themselves

knowing how to change things about themselves that they do not like

2.3 Students will be able to identify the functions of leisure time in their lives

knowing the value and benefits of leisure time

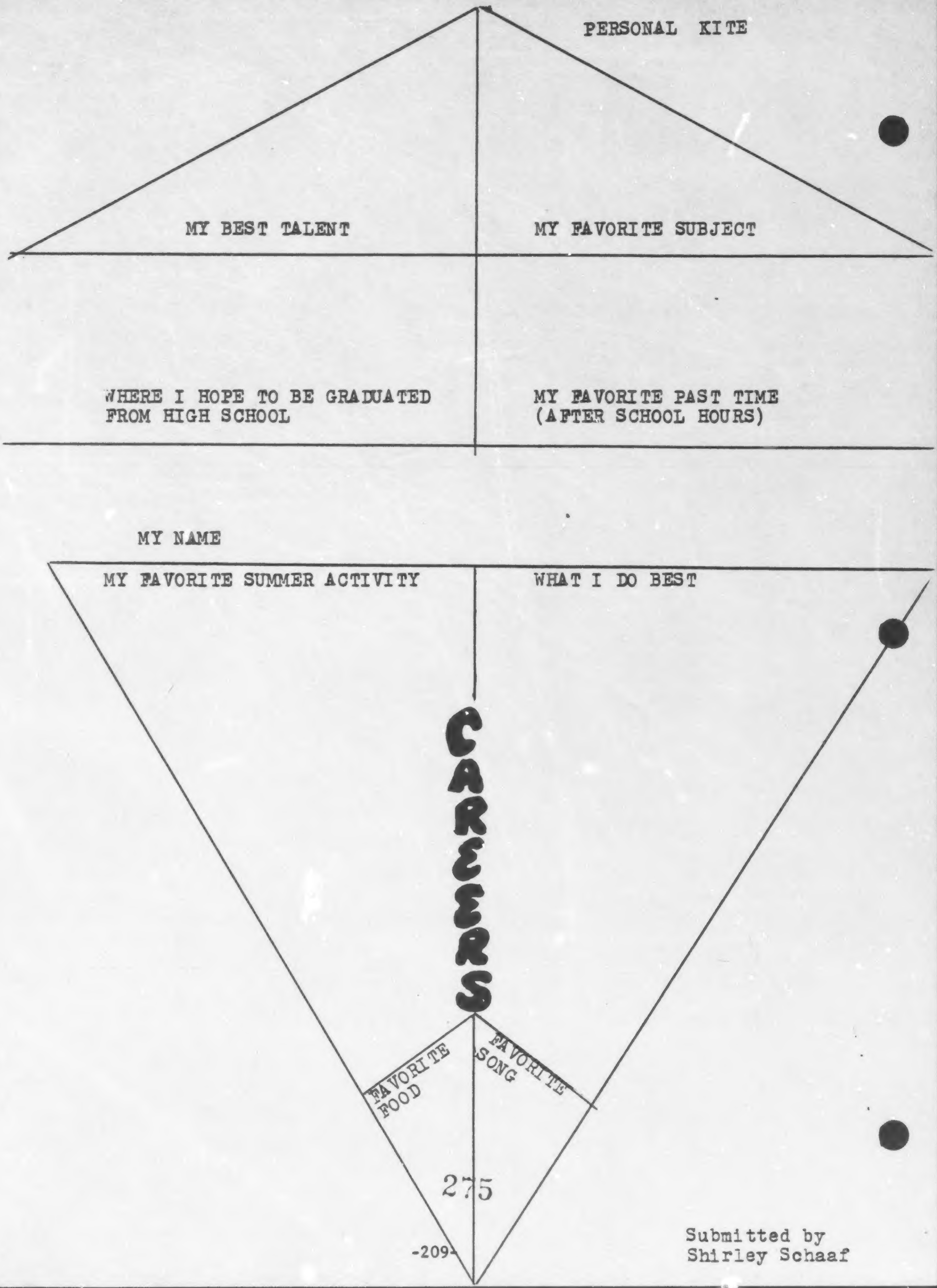
ACTIVITIES AND EVALUATION PROCEDURES

1. Pass out to students copies of "Personal Kite".
2. Allow twenty minutes to fill out sections of kite.
3. Give students a chance to share with fellow classmates those areas that they want to share.
4. The "What I Do Best" section is a low-risk part to have students stand and tell to other classmates. Have them give reasons as to why they feel they do this thing best.
5. Collect finished work and save to have ready to hand back at a later time.

MATERIALS AND RESOURCES

1. Copies of Personal Kite - one per student

PERSONAL KITE


MY BEST TALENT
MY FAVORITE SUBJECT
WHERE I HOPE TO BE GRADUATED FROM HIGH SCHOOL
MY FAVORITE PAST TIME (AFTER SCHOOL HOURS)
MY NAME
MY FAVORITE SUMMER ACTIVITY
WHAT I DO BEST
CAREERS
FAVORITE FOOD
FAVORITE SONG

Submitted by
Shirley Schaaf

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE ROLE STEREOTYPING SUBJECT(S) General GRADE LEVEL(S) JUNIOR HIGH

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Students will know the interrelationship of their role as workers, family members and citizens.	Distribute the attached worksheet and ask students to fill in the blanks to describe their image of the worker listed.	Worksheet attached
3.2 Students will relate present planning to future outcomes.	Show the film "Bias Is A Four Letter Word"	Film "Bias Is A Four Letter Word" available from the state Career Education Resource Center, Hammond Building, 312 Capitol Avenue, Jefferson City, Missouri 65101
3.3 Students will recognize the need for flexibility in planning.		
	Discuss worksheet---Ask students to share what they wrote. Define 'traditional' job images. Discuss how they have evolved. Define 'non-traditional' jobs for men and women. Have the class give examples of workers they know or have heard about who have non-traditional jobs. Assign students to find magazine pictures or newspaper articles that depict non-traditional workers.	
	Invite a worker to class who has a non-traditional job. Prepare the students beforehand, so that they know how to interview the worker. (Male nurse, women truck driver, etc.)	Non-traditional job speaker

WHO ARE THEY? WHAT ARE THEY LIKE?

Inside the squares, please describe what you think each of the following workers would be like.

Include age, sex, appearance, family situation and personal qualities.

FIREFIGHTER	NURSE
LAWYER	TRUCK DRIVER
INTERIOR DESIGNER	SECRETARY
GAS ATTENDANT	DOCTOR

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMMUNITY SERVICES SUBJECT(S) General GRADE LEVEL(S) 7 - 9

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: C. Trigg - D. Newman

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Students will know the interrelationship of their role as citizens.	1) Students will make a list of hospitals, nursing homes, and orphanages in the vicinity.	Posters and brochures about community services are available from the Red Cross.
3.4 Students will assume the responsibility for their planning.	2) Through consensus formation, class will choose one institution to investigate.	
	3) Student will find the purpose for the institution, the services it provides, and the needs of the institution.	
	4) Class will discuss the results of their investigations and decide on a service project to meet the needs of the institution or the people it serves.	
	5) Students will set up a time limit and plan how they will carry out their project.	
	6) Students will collect materials needed for their project on their own.	
	7) Students will do the project.	
	8) As an evaluative process, have the students complete the evulation form (on next page).	

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EIS Title COMMUNITY SERVICES

ubmitted by: C. Trigg - D Newman

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	Evaluation Form: 1. Did you enjoy the project? 2. Name one thing you learned about the institution. 3. Was your project helpful to the institution? How? 4. How did you benefit from the project?	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE LEISURE TIME CHOICES SUBJECT(S) General GRADE LEVEL(S) 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Lela Kerford

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations. knowing how to fit into a variety of groups 2.3 Students will be able to identify the function of leisure time in their lives. knowing what leisure activities are available to them 3.1 Students will be able to make effective decisions. knowing how things and ideas that are important to them will affect their decisions 3.3 Students will recognize the need for flexibility in planning knowing alternatives available to them when they are planning for their future	1. Students will view two-part filmstrip with cassette on use of leisure time. 2. Students will prepare chart demonstrating how he/she used leisure time. 3. Through an oral or written process, the student will explain and compare the process by which social and economic factors determine leisure choices today and in the past.	Filmstrips and cassettes "The American Way: Leisure" - Part I and Part II Scholastic Productions, Inc. Prentice-Hall Media (available in District Career Education Center) Adopted and supplementary social studies textbooks (units on industrialization and urbanization) Needed supplies for preparation of chart (teacher's option on what to include on chart)

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE THIS IS ME SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships. knowing what is really important in dealing with others 1.2 Students will identify their personal characteristics and how they affect their relationships with others. knowing how their words and action affects others knowing how to change things about themselves that they do not like	Students will begin to discover things about themselves and be able to express themselves openly as they complete this activity entitled "This Is Me". (see attachment) It gives them an opportunity to take a constructive look at themselves. It will fit in nicely with any unit dealing with self-awareness. 	enough copies of "This Is Me" for each student in class

THIS IS ME

THINGS I LOVE TO DO:	THINGS I HATE TO DO:
THINGS I HAVE TO DO FOR MY FAMILY:	THINGS I HAVE TO DO AT SCHOOL:

1. What is your favorite thing to do after school?

2. What is your favorite thing do do in the summer time?

3. What is your favorite thing to do in school?

4. What do you think are your best talents?

5. What things do you think you need to improve?

6. If you could be anyone in the world besides yourself, who would you want to be?
Why did you choose that person?

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE KNOWING MYSELF SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

1.1 Students will be able to develop friendships.

understanding their friends and being able to relate to them

knowing what is really important in dealing with others

1.2 Students will identify how their personal characteristics affect their relationships with others.

knowing what others think of them and how it affects what they think of themselves

knowing how to change things about themselves that they do not like

1.3 Students will be able to commu[illegible]ate openly with others.

ACTIVITIES AND EVALUATION PROCEDURES

1. Explain to students the need for individuals to stop and have periods of self-examination. Out of such an exercise can often come foundations for inner growth.
2. Hand to students the worksheet "Knowing Myself".
3. Have students complete the 15 sentence stems.
4. Stress the idea of being honest with self. Answers given to please friends, teachers, and/or parents are faulty foundations.
5. Have students check the 9 descriptions and mark those that apply.
6. For evaluation have students red pencil any of the sentences they feel need changing. Mark those they would like to work on changing.
7. Have students put red marks by those descriptions of themselves they would like to change.
8. Make students aware that Problem Recognition is the First step to [illegible]roblem solving.

MATERIALS AND RESOURCES

1. Copies of "Knowing Myself" worksheet

One copy per student

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EIS Title KNOWING MYSELF

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
telling others more easily what they think and how they feel 1.4 Students will know the necessity of being able to function in a variety of situations. knowing how to fit into a variety of groups standing up for their beliefs and rights 3.1 Students will be able to make effective decisions. knowing how things and ideas that are important to them will affect their decisions knowing the steps to effective decision making 3.2 Students will relate present planning to future outcomes. developing personal goals for the future		

KNOWING MYSELF

Complete the following sentences:

1. If I were in charge, ____________________
2. I think most parents ____________________
3. When I was younger, I felt guilty about ____________________
4. The worst thing I ever did ____________________
5. My idea of a perfect person is ____________________
6. I feel the best when I ____________________
7. My greatest weakness is ____________________
8. If I were caught stealing I ____________________
9. I feel that my father ____________________
10. I don't like people who ____________________
11. The best thing I ever did was ____________________.
12. I feel that my mother ____________________
13. I think teachers should ____________________
14. What worries me most is ____________________
15. The hardest thing I ever did was ____________________

Put a check after the thing that describes you:

____ I need to be alone.

____ I will publically show affection to others.

____ I enjoy close friendships.

____ I like to be a leader.

____ I have close friends from other races.

____ I have been hurt by a friend.

____ I am compassionate when another is hurt.

____ I could invite someone I don't like to my house.

____ I am easily influenced by my friends.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE WE'RE ALL IN THIS TOGETHER SUBJECT(S) General GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships. understanding how to give and receive friendship from others 1.3 Students will be able to communicate openly with others.	1. Near the beginning of the semester, give each student a copy of the hand out. If reading level of the students requires, read the statements orally. 2. Each student should complete the hand out with information about himself; then he is free to walk around the room to question other students to finish the hand out. Allow 15 - 20 minutes or more time if necessary. 3. Reassemble the class so that students can share what they learned.	Hand Out (Attached)

WE'RE ALL IN THIS TOGETHER !

______________ ______________ ______________ 1. Find three persons who have the same sibling position as you (i.e. only child, middle child, youngest child, oldest child, fourth child, etc.

______________ ______________ 2. Find two persons in the group whose birthday is the same month as yours.

______________ 3. Name your most important possession ____________. Find someone in the group who also names it.

______________ 4. List your three favorite television programs. _______________, _____________, _______________ Find someone who has listed two of yours also.

______________ 5. Find one student who has four of the same teachers you do. (Do not count this class). List your six teachers. ______________, ______________. _____________. _____________. ____________. ________________.

______________ ______________ 6. Who are the two people in this room who live closer to you than anyone else?

______________ 7. Who is the one person who lives farther from you than anyone else?

______________ 8. Whose telephone number has three digits which can also be found in your number. Write the number here _________. YOU CAN'T USE THE FIRST THREE DIGITS.

______________ 9. Find the person who has all of your initials in his or her first name. Your initials are _____.

______________ ______________ 10. Name two persons in the room who have same color hair and eyes that you do.

______________ ______________ 11. Find two persons who have two pictures in their billfolds.

______________ 12. Find someone who has at least two of ths same brand names on them that you do. (clothing, watches, shoes, etc.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE YOUR TRAITS SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events
○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf - Norma Trantham

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will identify how their personal characteristics effect their relationships with others.	1. During a class discussion students are to come up with a serviceable definition of the term "traits".	enough copies of "Your Traits" for each student in class
knowing what other kids like and don't like about them	2. Make two columns on the chalk board. Label one column "Desirable Traits" and label the other column "Undersirable Traits". Allow the students to think of examples of each so that their contributions are written on the board.	
knowing what others think of them and how it affects what they think of themselves	3. Pass out the worksheets called "Your Traits". (see attachment) Allow the students adequate time to complete the sheet.	
knowing how their words and actions affect others	4. Go over those parts of the worksheet with the students that can be discussed openly to see how they responded to the questions.	
knowing how to change things about themselves that they do not like		Traits
1.3 Students will be able to communicate openly with others.		
telling others more easily what they think		

CONTINUED
Career Education Infusion Strategies

CEIS Title YOUR TRAITS

Submitted by: Shirley Schaaf - Norma Trantham

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
being able to talk with teachers and parents openly 1.4 Students will know the necessity of being able to function in a variety of situations. knowing how to fit into a variety of groups		

Pleasing smile

YOUR TRAITS

1. What are some traits that you like in other people?

____

____

2. What traits do you dislike in other people?

____

____

3. **Have you ever taken stock of your own traits?________________**

Everyone should try to see himself/herself through other people's eyes. The things you do show your traits to other people. Check (✓) the things below that show good traits.

A.____ You keep your word.

B.____ You put slugs in parking meters.

C.____ You help a friend fix a flat tire.

D.____ You arrive for an appointment on time.

E.____ You argue with a friend because you are in a bad mood.

F.____ You give a man directions to the next room.

G.____ You talk about the people you work with behind their backs.

H.____ You let someone else finish talking before you begin.

I.____ You return something you have borrowed.

J.____ You won't let your neighbor use your rake.

K.____ You are always tying up the telephone.

Give a good answer for each of the following situations.

A. Jim always makes excuses for not getting jobs done. He accuses other people when he does something wrong. He criticizes the good work others do.

Changes Jim could make are: ______________________________

____

B. Richard dresses sloppily. He talks roughly and seldom smiles.

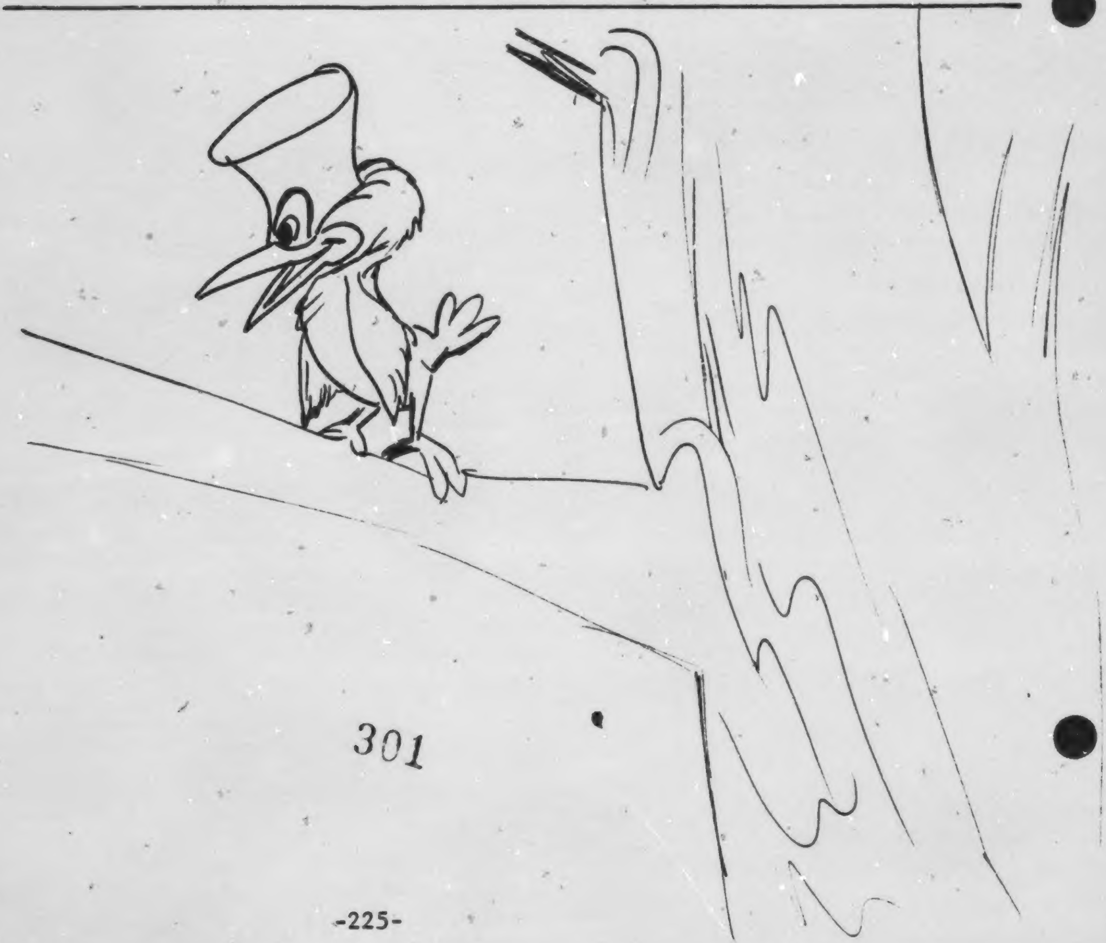
Changes Richard could make are: ___________________________

____

C. Joann talks all the time. She makes too many bad comments about other people that are not true. She constantly picks on others who are younger than she is.

Changes Joann could make are: ____________________________

____



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE PERSONAL INVENTORY TREASURE HUNT AND BULLETIN BOARD PROJECT SUBJECT(S) General GRADE LEVEL(S) 8th

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events
☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.1 Students will be able to make effective decisions.	1. Each student is given a large brown envelope to take home. The student must design a cover for the envelope that describes anything about his/her life as an identification.	one brown envelope for each student in class
knowing how things and ideas that are important to them will affect their decisions	2. The student is to find and collect pictures, awards, certificates, class work from early grades, and/or anything about his/her life to date and place in the envelope.	one bulletin board that can be devoted to the project in its entirety
knowing the steps to effective decision making	3. When all envelopes are returned to school, a special bulletin board is assembled so that each student can display his/her entire collection along with the identification envelope on the bulletin board. Each day one student is selected as "Student of the Day" until the entire class has had an opportunity to contribute.	
4.1 Students will be able to function to their capacities in their school subject.		
improving their understanding of what they read		

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE TEACHER SURPLUS GAME SUBJECT(S) General GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.3 Students will be able to communicate openly with others. 2.2 Students will know the interrelationships of their role as workers, family members and citizens. 3.1 Students will be able to make effective decisions. 3.3 Students will recognize the need for flexibility in planning.	1. This is an activity using group consenus as a means of solving problems. Teachers should explain the process of reaching group consensus. (Everyone has to at least somewhat agree on a statement before it can be a part of the group decision; no voting, no majority rule, no trade-offs). 2. Give handouts to students and explain the introductory paragraph and any unfamiliar words. Students make individual decisions. Allow 15 or 20 minutes for this part. 3. Students are then divided unto small groups (5, 6 or 7 to a group) with a group leader. They are asked to reach group consensus on the 7 teachers to keep. Allow 15 to 20 minutes for this part. (Some groups will not reach consensus). 4. At the end of the allotted time, group decisions are reported to the whole class. Teacher tallys responses on blackboard. 5. Class should discuss why teachers were kept or disgarded. 6. As an evaluation procedure students complete one or two stems. I learned......... I discovered I...........	Teacher Surplus Game handouts Attached SPECIAL NOTE: Students need to be told that the teacher descriptions do not refer to any particular persons.

THE TEACHER SURPLUS GAME

One important fact of American Education today is more population growth. Many schools are faced with decreasing numbers of students, but universities and colleges continue to produce large numbers of teachers. The result is "teacher surplus".

You are a member of a committee for re-hiring teachers for a small elementary school. A significant drop in student population makes it necessary to decrease a staff of ten teachers to seven. You have two tasks. First, as an individual, you must select seven teachers from the 10 listed below. Second, your committee must agree by consensus on the 7 teachers selected. Select your people carefully.

1. 29 year old female teacher with 7 years of experience, a traditional teacher who enjoys having her own classroom, sees her job as largely training good citizens, husband is a member of local board of education and is considered an educational innovator in the community. Last year he was responsible for changing the evaluationsystem from the old "A-B-C-" to "E-S-P".

2. 56 year old female teacher with 25 years experience; specializes in P.E., music and art, commands respect and discipline in her classroom, on occasion has paddled students, owns a farmand often invites children for the weekend.

3. A black male social studies major, 24 years old, with 2 years of teaching experience plus a year of service in the Peace Corps; constantly in trouble with the principal over discipline in his classroom and was a ring leader for teacher demands for pay raise last year. Is currently forming a committee to investigate racism in the school district.

4. A 35 year old male teacher with 12 years of experience; currently working on his Ph.D. in Educational Administration. A faculty leader in curriculum development and is responsible for writing the sixth grade unit on South America and is also responsible for maintaining student discipline. Takes pride in his commitment to education.

5. A 40 year old female teacher with 15 years of experience, known on the staff as "the flower lady", shuns all violence and competition in her classroom. Has been assigned for the past three years to the "slow" class. Has been accused by you, the principal, of conducting a laissez-faire classroom where very little learning takes place. She frequently demonstrates concern about other staff members and often consoles children and other staff members.

6. A 22 year old female, first year teacher, believes traditional education is obsolete. Often departs from prescribed curriculum to bring innovative techniques into use. Several parents have complained that their children are not learning the basic skills in her classroom. She plans to get married during the summer.

7. A 30 year old male teacher with 6 years of experience and 3 years in the U. S. Marine Corps. Has expressed a preference for moving up to junior high school, but no vacancies have been available. Is considered by the principal to be a strict teacher who makes strong demands on his students. His classes always score highest on the standardized tests. Is currently working on a committee to evaluate teacher performance.

8. A 27 year old female teacher with 6 years of experience. Has been employed in 5 different school districts. Has experience in several different grade levels. Is considered an excellent teacher by her fellow teachers, but has been severly criticized by principal for excessive absenteeism.

9. A 46 year old part time teacher-administrator, admired and respected by teachers and acts as liason between teachers and principal. Hopes to have his own school soon, spends a lot of time directing extra-curricular and after-school activities. Members of the staff believe he really runs the school.

10. A 37 year old female teacher with 11 years of experience. Is considered by principal and staff to be an effective and innovative teacher. Is currently setting up student research centers throughout the school. Is in charge of student teachers from a local college where she teaches evening classes in education.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE YOUR CURRENT ROLES AND SETTINGS **SUBJECT(S)** General **GRADE LEVEL(S)** 7 and 8

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**
○ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: C. Leininger, T. Moore, L. Watkins

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Student will know the interrelationship of their role as workers, family workers, and citizens. 2.3 Students will be able to identify the function of leisure time in their lives.	1. Do Process Activities (A through D) on pages 6 and 7 of "You: Who.....Where.....When". 2. Do Large Group Activity on pages 10 and 11 of "You: Who.....Where.....When". 3. As a class, fill in Activity Data Sheets on pages 36 and 37 of "You: Who.....Where.....When". This will provide an example for class. 4. Hand out Activity Data Sheets to each student. Instruct students to fill out sheets from 12:00 p.m. until 11:30 p.m. as activities as done. Students will be given 24 hours to complete this activity. 5. Have students fill out questionnaire on top of page 10 of "You: Who.....Where.....When".	Book - "You: Who.....Where.....When" University of Missouri at Columbia (Can be found at District Career Education Resource Center) Bulletin Board showing different roles and settings

NARRATION

SOURCE: "You: Who...Where...When..."
University of Missouri at Columbia

Process

a. Introduce the activity by writing the word "role" on the board and asking the students to brainstorm for a few minutes on what the word means.

> Caution! While brainstorming, each word is recorded without discussion or evaluation. The goal is to come up with as many definitions as possible. The merit or worth of any suggestion may be discussed later. Such discussion or evaluation tends to cut down on the number of ideas generated.

b. On another section of the board write the word "setting", and again brainstorm for a few minutes on what this word means.

c. When several possible definitions have been generated, try to pull some of them together into definitions of role and setting that will be concise yet still include the following concepts:
--role: the usual behavior of a person in a given situation
--setting: the particular location where an activity takes place or a role is performed.

d. Initiate a class discussion using the following stimulus questions:

--Can you think of times when you might act differently (i.e., change roles) depending upon the group you are with?
--Do you act the same when you eat lunch at school with your friends and when you eat at home with family? Why? Why not?
--Can you think of other activities you might do differently when you are with your friends than when you are with adults?
--Do you ever act differently (i.e., assume different roles) when you are with the same group of friends? For example, do you act the same way with friends at a basketball game as you do at a movie? Why? Why not?
--Do you always play the same type of role at home, or do you sometimes play different roles? Explain.
--How do you feel about the roles you play at school? at home?
--Do you like the way you act in one setting better than the way you act in another?
--Is it O.K. for a person to act the same way in every setting? Is it O.K. for him or her to change from setting to setting?

Options

If class time is short, you might substitute the following comments for the class discussion: "Each day of our lives we do many activities in many different settings with many different people. Sometimes when we change our activities from doing something at one place to doing the same activity at another place, we also change the way we act. For example, when we eat lunch at school with friends we may act differently than when we eat at home with our families. This is sometimes called changing roles. There are also times that we act differently or play differently even within the same group of people. When a friend has a problem and wants us to listen and help, we may act differently than when that same friend is extremely happy and wants us to be happy with him or her."

Another option you might consider would be to use the questions in part (d) to construct a questionnaire to which the students could respond. The questions could then be used as stimulus items for a class discussion.

LARGE GROUP

This grouping provides a good situation for using a voting strategy. Simply have the students raise their hands if the statement you read applies to them. No comments or judgments should be made as students vote. Read each statement clearly. Allow a few seconds for decisions to be made on the basis of the data collected on the activity data sheets. Move on to the next question quickly yet without rushing.

Sample statements:
--Most of my activities are done with other people.
--I spend more time awake than asleep.
--I spend more than three hours a day watching television.
--I enjoy the roles I have in my family.
--I spend more time with my friends than with my family.
--I spend most of my time away from home.
--I spend at least two hours a day in physical activity.
--I usually do things with only one or two people
--I spend much of my time in large groups.
--Ienjoy the roles I assume when I am with my friends.
--I went to a movie.
--I went to church.
--I spent some time just listening to someone talk.
--I would like to make some changes in my life based on what I see on my data sheet.
--I spent at least two hours outside doing things.
--I get enough sleep at night.
--I played a game like Monopoly, chess, etc.
--Iwent to a party.
--I spent lots of time doing more than one activity at a time.
--I spent time alone and enjoyed it.
--Isspent time alone and didn't enjoy it.

The voting strategy is helpful in giving the students a feel for the commonality of roles and settings as well as insight into their individual reactions to these roles. The tone of the voting statements is easily varied from personal reaction to objective evaluation.

ACTIVITY DATA SHEET

Check time of day activities
were performed:

____ Morning (A. M.)
____ Afternoon (P.M.)

TIME	ACTIVITY	SETTING	PEOPLE INVOLVED	ROLE PLAYED	FEELINGS
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					

ACTIVITY DATA SHEET

Check time of day activities were performed:

____Morning (A.M.)
____Afternoon (P.M.)

TIME	ACTIVITY	SETTING	PEOPLE INVOLVED	ROLE PLAYED	FEELINGS
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					

________________________________ is my most frequent activity.

The activity requiring the most time is ____________________.

The setting where the most time is spent is ________________.

The role most often played is ______________________________.

The people with whom the most time is spent ________________.

The role least liked is ____________________________________.

The activity least enjoyed is ______________________________.

The people (person) with whom it is most fun to be is (are)

____.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE ICE BREAKER - CAREER EDUCATION GAME SUBJECT(S) General GRADE LEVEL(S) Secondary

Career Education Learning Areas: ● Self Knowledge ○ Life Roles, Settings and Events

● Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Norma Trantham

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 The students will be able to develop friendships. understanding their friends and being able to relate to them	1. This is a good game to get students to think about their future and to be able to express themselves openly. Start around the room having the students tell their names and what job they hope to have in the future. Each successive student will repeat everything that has been said by the previous students before him or her by telling their names and what they hope to be. Students enjoy not only hearing the plans for the future that other students have but also whether all of the information can be repeated verbatium.	None required.
1.3 The students will be able to communicate openly with others. telling others more easily what they think and how they feel	2. It is fun to repeat the activity described above at a later date working in reverse to see if the students remember what was said previously.	
3.2 Students will relate present planning to future outcomes. developing personal goals for the future		

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE AUTOBIOGRAPHIC WORKSHEET SUBJECT(S) General GRADE LEVEL(S) 7 - 8 - 9

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will indentify how their personal characteristics affect their relationships with others.	1. Students will complete an autobiographic worksheet giving name, place of birth, likes and dislikes, cities in which they have lived and etc. (Sample attached)	Copy of Autobiographic Worksheets
knowing what other kids like and don't like about them	2. At the first of the year students complete the stems.. A. I wish to discover..... B. I want to learn........ C. I hope to discover that I..... (Copy attached)	Space to keep individual students replies for a long duration of time
2.2 Students will know the interrelationship of their role as workers, family members and citizens. knowing family expectations of/for them	3. At the end of the semester or year the students are asked to complete the second form with new stems.. A. I discovered..... B. I learned........ C. I discovered that I..... (Copy attached)	
2.3 Students will be able to identify the function of leisure time in their lives. developing skills which will allow them to choose and enjoy hobbies knowing what leisure activities are available to them		

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EIS Title AUTOBIOGRAPHIC WORKSHEET

ubmitted by: Nina Heflin

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.2 Students will relate present planning to future outcomes. knowing how present aptitudes and interests relate to their plans for the future knowing how courses they take now relate to their future plans developing personal goals for the future		

AUTOBIOGRAPHIC WORKSHEET

1. Name ______________________ Age ______ Phone # __________

2. Birth Date ____________ Address ______________________

3. List ten words that describe each person in your family. _____
____

4. List ten words that describe you ______________________
____

5. What do you see yourself doing five years from now? __________
_______________ Ten years from now? ____________________
Twenty? ____

6. How do you spend your time after school and on weekends? _____
____

7. Of all the things you do in your free time, which do you like
the most? __________________ The least? _______________

8. Without mentioning specific names, what are the qualities of adults that you respect and admire the most? ______________
____________________ The least? ____________________
What are you doing to become more like the former? __________
____

9. Who is your best friend and why? ______________________

10. What are your favorite sports, hobbies or crafts? __________
____

11. What are your favorite TV shows? ______________________

12. What is there about you that makes your friends like you? ____
____

13. What does friendship mean to you? _____________________
____

14. What do you think of school? _________________________

15. Are you content with yourself? ______ Would you like to be better?
________ Would you like help and advice in this respect? ______

16. What value has life for you? _________________________

AUTOBIOGRAPHIC WORKSHEET

A. I wish to discover.........

B. I want to learn ....

C. I hope to discover that I ....

AUTOBIOGRAPHIC WORKSHEET

A. I discovered ....

B. I learned.....

C. I discovered that I ....

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE GETTING TO KNOW YOU **SUBJECT(S)** GENERAL **GRADE LEVEL(S)** 7

Career Education Learning Areas: ☒ **Self Knowledge** ○ **Life Roles, Settings and Events**

○ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Jim Crain

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships.. knowing how to make new friends understanding their friends and being able to relate to them understanding how to give and receive friendship from others knowing what is really important in dealing with others	1. One student will be asked to stand and tell the class his/her first name, the name of the elementary school attended last year, and what occupation he/she is most interested in at the present time. Another student will then be asked to stand; repeat the information as given by the first student, and provide the same information regarding themself. Another student will then be selected to repeat the information given by the first two students and give the same information about himself/herself. This procedure will be continued for a total of six students, then started anew with the seventh student until all students have had the opportunity to be involved. It is acceptable for any student not to participate if it makes him/her uncomfortable.	Puzzle construction grid and paper.

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IS Title GETTING TO KNOW YOU

bmitted by: Jim Crain

E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	2. Each student will then construct a word game (word search or crossword puzzle) using all of the first names of students in the class. 3. Within three class periods students will know the first name, elementary school attendance location, and occupational interest of 90% of their peers based upon the construction of a word game.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE "WHO WILL SURVIVE?" SUBJECT(S) Social Studies GRADE LEVEL(S) Secondary

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with others.

telling others more easily what they think and how they feel

3.1 Students will be able to make effective decisions.

identifying possible solutions to problems

3.3 Students will recognize the need for flexibility in planning.

allowing for flexibility in planning

3.4 Students will assume the responsibility for their planning.

taking action toward solving problems

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will individually read information on attached sheet entitled "Who Will Survive" and make their own personal choices. (approximately 15 minutes)

2. After personal choices are made, students will divide into groups (5 to 7 members) to reach a group decision on who will be allowed to survive. Allow 15 to 20 minutes for discussion. Teacher may or may not choose a group leader. Sometimes it is interesting to let a leader evolve rather than choose one.

3. At the end of group discussion all students will come back together. Leaders will report group decisions. A tally can be kept as to who will be permitted to survive.

4. A discussion will conclude the activity in which students elaborate as to why they made the choices they did.

MATERIALS AND RESOURCES

See attached sheet entitled: "Who Will Survive"?

WHO SHOULD SURVIVE?

An atomic attack has occurred. The following eleven persons—the only humans alive on earth—are in the atomic bomb shelter. It will take two weeks for the external radiation to drop to a safe level; however, the supplies in the shelter can only sustain seven persons for two weeks, at a very minimum level. In brief, only seven of the eleven people can survive.

1. Dr. Dans: Thirty seven, white, no religious affiliation, Ph.D. in history, college professor, good health, married, one child (Bobby), active, enjoys politics.

2. Mrs. Dans: Thirty-eight, white, Jewish, A.B. and M.A. in psychology, counselor in mental health clinic, good health, married, one child, (Bobby) , active in community.

3. Bobby Dans; Ten, white, Jewish, special education classes for four years, mentally retarded, I.Q. 70, good health, enjoys his pets.

4. Mrs. Garcia; Thirty-three, Spanish-American, Catholic, ninth-grade education, cocktail waitress, prostitute, good health, abandoned as a child, in foster home as a youth, attacked by foster father at age twelve, ran away from hime, returned to reformatory, stayed until age sixteen, married at sixteen, divorced at eighteen, one child three weeks old (Joan).

5. Joan Garcia: Three weeks old, Spanish-American, good health, still nursing.

6. Mary Evans: Eight, black, Protestant, third grade, good health.

7. Mr. Newton: Twenty-five, black, atheist, starting last year of medical school, suspected homosexual activity, good health, seems bitter concerning racial problems, wears hippie clothes.

8. Mrs. Clark: Twenty-eight, black, Protestant, college graduate, electronics engineer, married, no children, good health, enjoys sports, grew up in ghetto.

9. Mr. Blake: Fifty-one, white, Mormon, B.S. in machanics, very handy, married, four children, good health, enjoys outdoors and working in his shop.

10. Father Evans: Thirty-seven, white, Catholic, college plus seminary, priest, active in civil rights, criticized for liberal views, good health, former college athlete.

11. Dr. Gonzales: Sixty-six, Spanish-American, Catholic, doctor in general practice, two heart attacks in past five years, but continues to practice.

THE PROBLEM: Which seven of the eleven persons in the bomb shelter should survive?

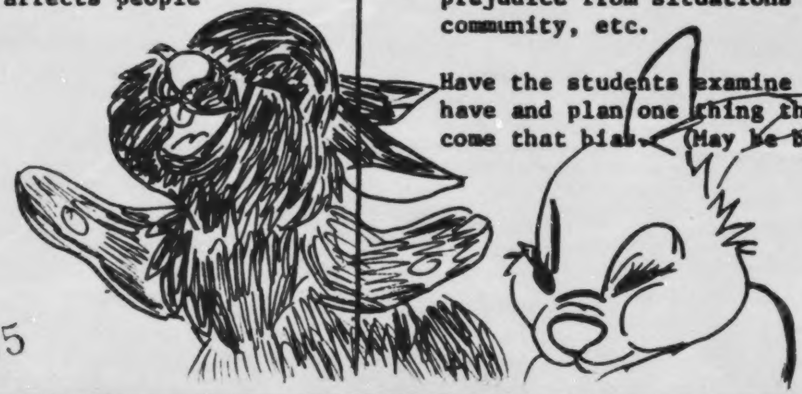
CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE ELIMINATING PREJUDICE OR BIAS . SUBJECT(S) General GRADE LEVEL(S) Seventh

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Students will know the interrelationship of their role as workers, family members and citizens	Show the film "The Eye of The Storm" Discuss - Note effect of achievement among students Illustrate how there are many different types of prejudice . Brainstorm a list of characteristics which people are sometimes biased toward.	"The Eye of The Storm" Available at the District Career Education Center
knowing family expections of/for them understanding their rights as citizens	Age, race, sex, appearance, accents, physical size, physical handicaps, amount of eductation, job, amount of education, neighborhood, etc.	Additional films which may be helpful
knowing what prejudice is	Have the students relate how prejudice has or has not touched. Share your own experience.	"The Prejudice Film" (narrated by David Hartman) "Bill Cosby on Prejudice"
knowing how prejudice affects people	Assign a written report on how to eliminate prejudice from situations at school, home, community, etc. Have the students examine any prejudice they may have and plan one thing they will do to help overcome that bias. (May be best to do privately.)	Available at: Midwest Center for Equal Education Opportunity University of Mo.-Columbia 408 Hitt Street Columbia, Missouri 65101



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Feelings SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events ☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships. 1.2 Students will idenify how their personal characteristics affect their relationships with others. 3.4 Students will assume the responsibility for their planning.	**Feelings Diary** Have students make a 'feelings diary'. Begin by having students brainstorm a list of ways a person may feel such as happy, sad, disappointed, frustrated, excited, anxious, lonely and beautiful. Shorten the list, if desired, by crossing off duplicates or feelings that not very many class members have experienced. When the list is satisfactory to all students, have them make a diary that devotes one page to each of the feelings. At the top of each page write one open-ended sentence such as "I felt happy when-- ". For a specified length of time have students record experiences that made them feel each of the ways. At the conclusion of the time period, have students decide which feelings they wish to experience more often and less often. Have students make generalizations about what causes them to have positive and negative feelings. Help students plan ways to increase the positive and decrease the negative. Discuss how each person needs to assume responsibility for his or her own feelings. Students can then continue [illegible] diary to evaluate how their plan is working.	

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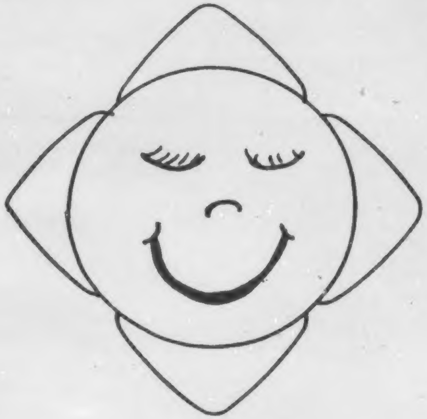
:EIS Title Feelings

ubmitted by: Staff

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	Have students discuss how their own feelings affect those people around them. Also, discuss how feelings affect performance at various tasks. Have students develop a word game using feelings as the topic. 	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE TAKING A LOOK AT MYSELF SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will identity how their personal characteristics affect their relationships with others.	1. Explain to students that "problem recognition" is the first step to "problem solving". Therefore, it is good to stop from time to time and look at one's self.	copies of "Taking a Look at Myself" - two per student
knowing what others think of them and how it affects what they think of themselves	2. Pass out to students the "Taking a Look At Myself" sheet. 3. Allow thirty minutes or until all are finished.	
knowing how to change things about themselves that they do not like	4. Give students an opportunity to share with fellow classmates those questions that can be shared.	
1.3 Students will be able to communicate openly with others.	5. Ask students to mark questions that they wish they could have given a different answer. Example: A "no" on the question about music might well be a wishful "yes".	
telling others more easily what they think and how they feel	6. Ask students how they plan to work at bringing about changes in their lives.	
knowing how to deal with criticism	7. Save "Taking A Look At Myself" for comparison at a later time. Perhaps, give the same worksheet at the end of the year or semester	
2.2 Students will know the inter[illegible]lationship of their role as workers,		

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EIS Title TAKING A LOOK AT MYSELF

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
family members and citizens. knowing family expectations of/for them 2.3 Students will be able to identify the function of leisure time in their lives. knowing the value and benefits of leisure time 3.2 Students will relate present planning to future outcomes. developing personal goals for the future 3.3 Students will recognize the need for flexibility in planning. knowing when changes should be made in their plans knowing how to adjust to changes in their lives 3.4 Students will assume the responsibility for their planning. taking responsibility for exploring new things when their plans change taking action on plans which will help them reach their goals		

TAKING A LOOK AT MYSELF

1. What are my interests? ____________________

____

2. Do I use common sense and good judgment when trying to solve problems? ____________________

3. What temperament am I? ____________________

4. Do I adjust to everyday problems? ____________________

5. Do I have concentration, can I stick to a job? ____________________

6. Do I like to be with people? ____________________

Can I get along easily with other people? ____________________

7. Do I have musical discrimination and appreciate music? ____________________

Can I read notes? ____________________

8. Do I have mechanical comprehension and like to work with machines?

____

9. Do I work with numbers easily? ____________________

10. What are my desires and ambitions? ____________________

____

11. What about my physical self, am I healthy?____________________

12. How are my achievements at school and work?____________________

SENTENCE COMPLETION:

1. I like____.

2. When I was younger____________________________________.

3. This school____.

4. My mother____.

5. Boys____.

6. At night____.

7. My father____.

8. Girls____.

9. I remember the day_____________________________________.

10. I hate____.

? ? ?

11. I'm afraid____.

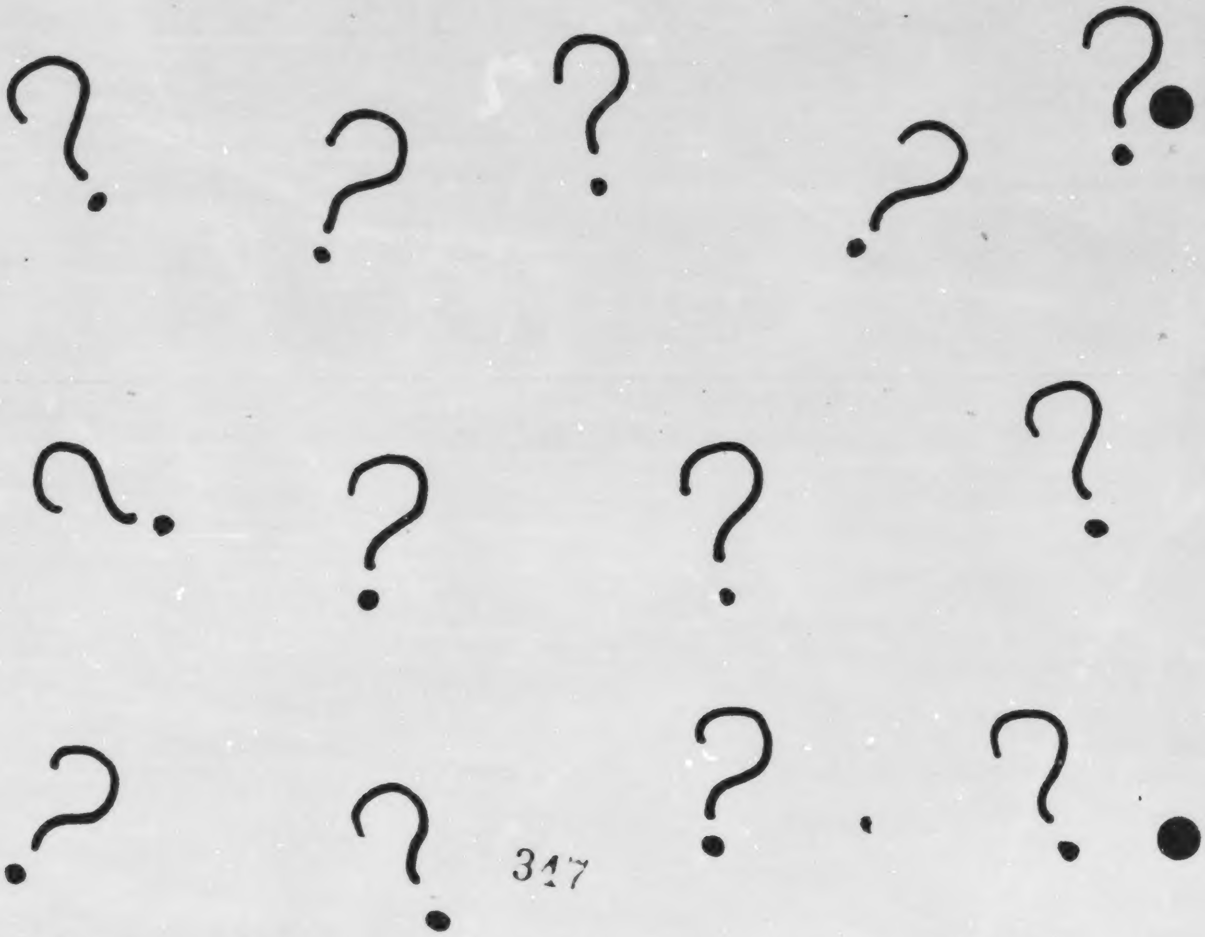
12. Dancing____.

13. My mind____.

14. The problem with school is_________________________.

15. My nerves____.

16. Sometimes____.



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE PERSONAL ATTRIBUTES SUBJECT(S) General GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events
○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS

1.2 Students will identify how their personal characteristics affect their relationships with others.

1.3 Students will be able to communicate openly with others.

1.4 Students will know the necessity of being able to function in a variety of situations.

2.2 Students will know the interrelationship of their role as workers, family members and citizens.

ACTIVITIES AND EVALUATION PROCEDURES

1. Teacher distributes the Personal Attribute Work Sheets and asks each student to rank order the ten attributes in order of importance to the individual.
2. Then small groups of 4 to 6 students are formed. Each student is encouraged to share with the others an experience where one of his three top-ranked attributes played an important role in his/her life.
3. If there is time at the end of the sharing, the group may try to reach consensus on a ranking of the attributes in order of importance to the group.
4. Then the group may wish to discuss what the ranking might be for the larger society (such as parents, teachers, policeman, public figures, etc.)

MATERIALS AND RESOURCES

Personal Attribute Work Sheet Attached

PERSONAL ATTRIBUTE WORK SHEET

DIRECTIONS: Rank order these ten attributes in the order of their importance to you:

Your ranking	Attributes
	A. Adventurous
	B. Ambitious
	C. Competitive
	D. Considerate
	E. Creative
	F. Helpful
	G. Independent
	H. Intelligent
	I. Responsible
	J. Self-controlled

Now write the three highest ranked attributes in the spaces below. Then for each attribute, think of one incident from your life where it played an important role.

1. ______________________
2. ______________________
3. ______________________

Share as many of these incidents as you wish with the others in your group.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMMUNICATIONS CIRCLE SUBJECT(S) General GRADE LEVEL(S) 7 - 8 - 9

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.3 Students will be able to communicate with others.	1. Students will arrange themselves in a large circle so that all may see everyone else.	A copy of Communication Topics (Attached)
telling others more easily what they think about and how they feel	2. The teacher calls out or reads a Communication Topic reacting to it and then allows anyone else time to comment.	
being able to talk with teachers and parents openly	3. This activity can assist in developing a "groupness" desirable for a positive classroom atmosphere. Students may, given the opportunity, submit topics for future circle topics. Note: This activity is useful when lesson plans take less time than allowed or when school schedules have been changed unexpectedly.	

COMMUNICATION CIRCLE TOPICS

1. What things do you like to do?
2. What things do you not like to do?
3. What makes you happy?
4. What makes you unhappy?
5. What things really bother you?
6. What does being responsible mean?
7. How do you feel about having responsibilities?
8. What would you like to change about your surroundings?
9. Privacy
10. Rights everyone should have.
11. Trust
12. What things about school excite you?
13. What things about school bore you?
14. If you had the opportunity, what would you change about your school?
15. Why do some students act snobbish or conceited?
16. How do you like having brothers and/or sisters? How do you like not having brothers and/or sisters?
17. Fairy Godmother - (You have a Fairy Godmother a la Cinderella. What would you want her to do for you? What changes in your life would you want her to make? Can you do this yourself?)
18. Aladdin's Lamp - (What three wishes would you want fulfilled?)
19. Magic Box - (You receive a package in the mail and it contains anything you want it to: What would you like to find in the box for yourself? For others in the world?)
20. Win the Lottery - (You won the million dollar lottery. How would you use the money?)
21. The purpose is to call forth statements from members of the group which clarify positive feelings. Volunteers are asked to make short statements beginning with the phrase, "I appreciate......."

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MONTAGE OF SELF SUBJECT(S) General GRADE LEVEL(S) Secondary

Career Education Learning Areas: ☒ Self Knowledge ☐ Life Roles, Settings and Events ☐ Life Planning Skills ☐ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 The students will identify how their personal characteristics affect their relationships with others - knowing what others think of them and how it affects what they think of themselves.	1. Have students cut pictures, words, and symbols from magazines, newspapers, etc. that are representative of themselves in some way. It should include things they own, things they would like to own, places they have been, people they admire, etc. Paste the pictures, words, and symbols onto a sheet of construction paper to make a montage. Instruct students to not sign their names on the front but on the back of their creation.	12" x 18" construction paper magazines newspapers scissors glue
1.3 The students will be able to communicate openly with others - telling others more easily what they think and how they feel.	2. Have students try to guess who made each montage. After the work is identified, have student explain to the class all items and why they were included. Point out to class that each is different and unique just as each person, while having much in common with others, is a different and unique individual.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE LIKEABLE AND DISLIKEABLE TRAITS SUBJECT(S) General GRADE LEVEL(S) 7/8th

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able t develop friendships. understanding their friends and being able to relate to them 1.2 Students will identify how their personal characteristics affect their relationships with others. knowing how to change things about themselves that they do not like 1.3 Students will be able t communicate openly with others. telling others more easily what they think and how they feel	To develop a knowledge of what are considered to be likeable and dislikeable traits about themselves and others. The students can complete the two exercises entitled "Likeable Traits" and "Dislikeable Traits". (see attachment) Time can be spent in class trying to think of other descriptive words that describe likeable and dislikeable traits. Discuss why characteristics are considered likeable or dislikeable. Have the students decide if there are other traits that could be added to the lists. Have the students state their reasons for placing them on the lists.	Copies of each exercise ("Likeable Traits" and "Dislikeable Traits") for each student in class

LIKEABLE TRAITS

1. Check the column that tells how often you show each of these traits.

TRAITS:	ALWAYS	USUALLY	SOMETIMES	NEVER
INTELLIGENCE				
HONESTY				
FRIENDLINESS				
POLITENESS				
CONSIDERATION				

2. Have you been honest with yourself?____________________

Could you show some of these traits more often?________________

3. Use your intelligence to find answers to the problems described below.

PROBLEM 1---You find a wallet filled with important cards. What do you do?

ANSWER____

PROBLEM 2---You see a person fall down a flight of steps. What do you do?

ANSWER____

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PROBLEM 3---Your friends want you to go out with them, but you have work that must be done. What do you do?

ANSWER____

4. Match the following columns.

_____ You arrive at a meeting on time because you do not want to keep your friends waiting.

_____ A man stands when a woman enters the room.

_____ You lose a box that you are delivering for your foreman. You tell the foreman that you have lost it.

_____ You wave and say hello to a neighbor.

_____ You make a good decision.

A. INTELLIGENCE

B. POLITENESS

C. FRIENDLINESS

D. CONSIDERATION

E. HONESTY

5. Why is it important that people be honest with each other?

____

DISLIKEABLE TRAITS

1. How do selfish people get along with others?____________________

____

2. How do you feel when someone is impolite to you?________________

____

3. What does "dishonesty" mean to you?___________________________

____

4. How do you act when someone is unfriendly to you?_______________

____

5. Listed below are some selfish actions and some actions that are not selfish. Place an "S" in front of each action that is selfish and a "U" in front of each action that is unselfish.

____ You borrow a friend's coat and don't bother to return it.

____ You return a set of lost keys to the owner.

____ You take the largest piece of cake for yourself.

____ You send a card to a friend who is sick.

____ You leave a job unfinished because you know that someone else will finish it.

____ You offer to help your neighbor paint his house.

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6. Put the following words in the correct blanks below.

IMPOLITE HONEST SELFISH TRAIT FRIENDLY
DISHONEST DISHONESTY

A. Peggy is ____________________ because she always tell the truth.

B. Coughing without covering the mouth is an ____________________ habit.

C. A ____________________ person thinks only of himself.

D. A ____________________ person tries to make friends with others.

E. Consideration for others is a likeable ____________________.

7. How would you rate yourself as a friend?__________________________

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE VALUES IDENTIFICATION SUBJECT(S) General GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS

1.1 Students will be able to develop friendships.

understanding their friends and being able to relate to them

1.3 Students will be able to communicate openly with others.

telling others more easily what they think and how they feel

2.3 Students will be able to identify the fundtion of leisure time in their lives.

knowing the value and benefits of leisure time

3.2 Students will relate present planning to future outcomes.

developing personal goals for the future.

ACTIVITIES AND EVALUATION PROCEDURES

1. Students develop toleration, acceptance and appreciation of the uniqueness of self and others.
2. Students will be given time to participate in a Values Affirmation Game.
   a. students will identify 10 entries by order of priority.
   b. students will identify entries by the following code.
      1. $ involves money
      2. A done alone
      3. P done with others
      4. N/2 not done for two years
      5. R has risk involved
      6. MT wish had more time to do
      7. F involves family
      8. W involves a girl/boy friend
      9. J involves your job
      10. S involves school
      11. U involves something unique
      12. B wish you could do better

MATERIALS AND RESOURCES

Copies of 'Values Affirmation Game' one per student.

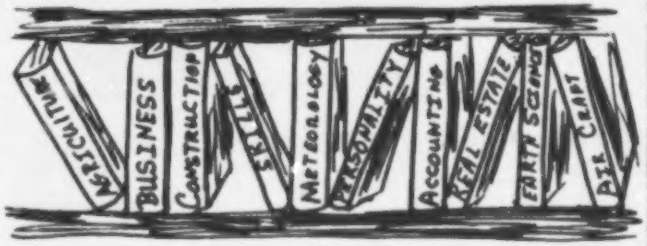
Copy Attached.

CONTINUED
Career Education Infusion Strategies

CEIS Title VALUES IDENTIFICATION

Submitted by: Nina Heflin

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.2 Students will be able to apply basic academic skills to daily living tasks. knowing how to budget time and money for leisure activities	3. Students will be given time to identify priorities through discussion. 4. Students will become familiar with their own priorities that they hold in common with others and ones that are unique to individual members.	


AGRICULTURE
BUSINESS
CONSTRUCTION
SKILLS
METEOROLOGY
PERSONALITY
ACCOUNTING
REAL ESTATE
EARTH SCIENCE
AIR CRAFT

VALUES AFFIRMATION GAME

Instructions: On the 10 lines below list "10 things that you love to do." After sufficient time has been allowed to write the list, the participants then number their entries according to their personal priorities from 1-10. Number 1 being the thing they love to do most, and so on through 10. Then the participants code each entry using the following symbols — an entry may have more than one symbol.

SYMBOLS:

$ if the priority involves money
A if it is something that is done alone
P if it is something that is done with others
N/2 if it is something that you have not done in the last 2 years
R if it involves some kind of personal risk
MT if you wish you had more time to devote to it
F if it involves your family
W if it is something you do with your spouse, girl/boy friend, etc.
J if it is something you do in connection with your job
S if it is something you do in connection with school
U if it is something you think is unique to you
B if it is something you wish you were better at

A volunteer discussion period should then follow.

Correlation: This activity can be done is small groups. Each group member can state their priorities and then the group can discuss priorities they hold in common and priorities that are unique to individual members. The small groups can then share with the larger group.

The object of this activity is to help develop toleration, acceptance, and appreciation of the uniqueness of self and others.

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE THE NASA GAME SUBJECT(S) General GRADE LEVEL(S) Secondary

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

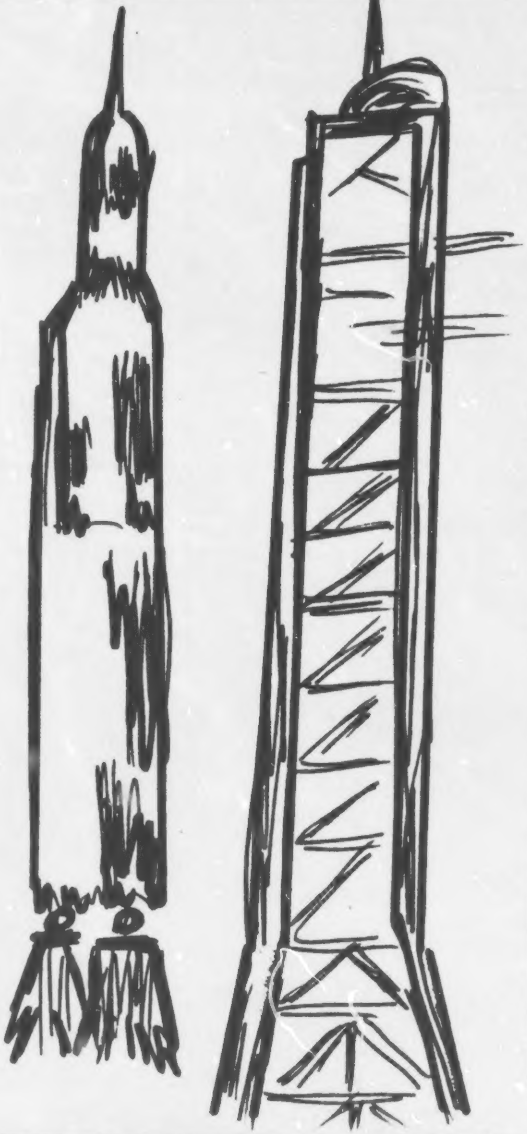
Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will identify how their personal characteristics affect their relationships with others.	1. Give each student a handout entitled "Decision Form". Go over instructions carefully. Have them list their priorities by numbering items on the list from one to fifteen.	Sheet entitled "Decision Form" (attached). Sheet entitled "NASA- Decision By Consensus" (attached).
knowing how their words and actions affect others	2. Group the students (5 to 7 members) to use consensus to reach group agreement on priorities. Hand out the sheet entitled "NASA-Decision By Consensus" and go over directions on how to reach consensus. Allow a leader for each group to evolve as the discussion proceeds.	
1.3 Students will be able to communicate openly with others.		
telling others more easily what they think and how they feel	3. Bring groups back together to report results of prioritizing. Keep a tally on the board to see how decisions made by the groups compare.	
3.1 Students will be able to make effective decisition.		
identifying possible solutions to problems		
knowing the steps to effective decision making		

ONTINUED
areer Educati Infusion Strategies

EIS Title THE NASA GAME

Submitted by: Nina Heflin

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.4 Students will assume the responsibility for their planning. taking action toward solving problems		

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NASA

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction of each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgment. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

Take as much time as you need in reaching your group decision.

DECISION FORM

INSTRUCTIONS: You are a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number _1_ by the most important item, the number _2_ by the second most important, and so on through _15_, the least important.

____Box of matches
____Food concentrate
____50 feet of nylon rope
____Parachute silk
____Portable heating unit
____Two .45 calibre pistols
____One case dehydrated Pet Milk
____Two 100 lbs. tanks of oxygen
____Stellar man (of the moon's constellation)
____Life raft
____Magnetic compass
____5 gallons of water
____Signal flares
372 ____First aid kit containing injection needles
____Solar-powered FM receiver-transmitter

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE DISCOVERING MYSELF SUBJECT(S) General GRADE LEVEL(S) 7 - 8

areer Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Carole Leininger, Teretha Moore and Lillian Watkins

C. E. GOALS AND TEACHING POINTS

1.2 Students will identify their personal characteristics and know how to change things about themselves that they do not like.

3.1 Students will be able to make effective decisions; realizing that their values affect their decisions and their lives. Also, be able to identify possible solutions to problems.

3.4 Students will assume the responsibility for their planning.

ACTIVITIES AND EVALUATION PROCEDURES

1. Begin by watching filmstrip, "I Am Lovable and Capable", to focus attention on self-concept.
2. Discuss students' feelings about themselves after watching the filmstrip.
3. Hand out Worksheet #1, "Vocabulary", (attached).
4. Hand out Worksheets #2, 3, and 4 (attached). Instruct students to fill them out.
5. Hand out Worksheet #5, "I Wish Statements" (attached). Instruct students to fill them out.
6. Hand out Worksheet # 6, "Emergency" (attached), to let the students see that they have choices regarding their values.
7. Do the exercise and discuss Worksheet #7, Personalizing Education; "Club Members" (attached).
8. Do "Value Dilemmas", Worksheet # 8 (attached). Strategies for the exercises are given. The dilemmas to be discussed should be chosen at your own discretion depending on maturity level, etc, of the class.

MATERIALS AND RESOURCES

WORKSHEET:
Worksheets # 1 through # 11.
(Worksheet materials taken from book, Personalizing Education; Hart Pub. Co., Inc.; 1975; and book of spirit masters Values; Educational Insights; 1977; and the creativity of an instructor.)

Filmstrip:
"I Am Lovable and Capable"

Books and filmstrip available at the Career Education Resource Center, K. C., Mo.

CONTINUED
Career Education Infusion Strategies

CEIS Title DISCOVERING MYSELF

Submitted by: Carole Leininger, Teretha Moore and Lillian Watkins

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	9. Do Worksheet #9 (attached). Instructions are given on the worksheet.	
	10. Do Worksheet #10 (attached). Instructions are on the worksheet.	
	11. Do Worksheet #11(attached).	

What I must do is all that concerns me, not what the people think.

Every true man is a cause,

Ralph Waldo Emerson

WORKSHEET #1

UNIT TITLE: Discovering Myself

PURPOSE OF UNIT: Help students find out something about their personalities and develop a positive self attitude.

UNIT VOCABULARY:

1. Personality
2. Goal
3. Self concept
4. Positive
5. Negative
6. Attitude
7. Accomplish
8. Trait
9. Values

ASSIGNMENT: Using a dictionary, look up the vocabulary words. Write the word, the complete definition and a sentence using the word. The sentence should help explain the meaning of the word when possible. Note: On number three (3) you may have to look up the words separately and combine the meanings for the sentence.

Your paper should be headed as follows:

Name
Date
Hour

Vocabulary--Discovering Myself

There's No Right Answer

WHAT DO YOU THINK?
CHECK A BOX AND TELL WHY?

NAME____

1. I WOULD RATHER BE ☐ A CHILD ☐ A GROWN-UP ☐ AN ANIMAL
   BECAUSE ____
   ____

2. PEOPLE THINK I AM ☐ SMART ☐ FUNNY ☐ STRONG ☐ BRAVE
   BECAUSE____
   ____

3. I WOULD RATHER DO ☐ MATH ☐ READING ☐ ART ☐ MUSIC ☐ SPELLING
   BECAUSE____
   ____

4. I WOULD RATHER BE ☐ SMART ☐ INVISIBLE
   ☐ RICH BECAUSE____________________________
   ____

5. I THINK A GOOD FRIEND SHOULD BE ☐ CUTE
   ☐ FUNNY __ RICH ☐ NICE BECAUSE__
   ____
   ____

6. I WOULD RATHER BE ☐ A DOG TRAINER
   ☐ A DOCTOR ☐ AN ASTRONAUT
   BECAUSE______________________
   ____
   ____

It's interesting work!

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WORKSHEET #3

NAME ____________________

INTERVIEW

1. MY FAVORITE SCHOOL SUBJECTS ARE: ____________________
2. A BOOK I ENJOYED IS: ____________________
3. ONE HARD WORD I CAN SPELL IS: ____________________
4. HERE IS A HARD MATH PROBLEM I CAN DO:
5. ONE SONG I KNOW BY HEART IS: ____________________
6. HERE IS MY BEST WRITING.

COPY THIS → THE QUICK BROWN FOX JUMPED OVER THE LAZY DOGS.

One more for the folks at home in TV land

copyright Frank Schaffer Publications, Inc.

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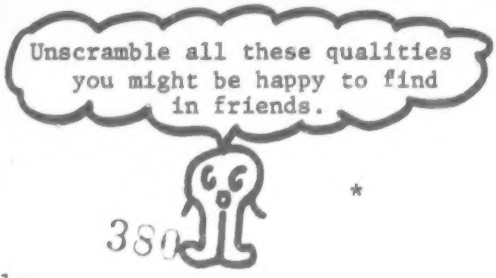

Unscramble all these qualities you might be happy to find in friends.

copyright 1976 by Ed and Maureen Curley

WORKSHEET #5

UNIT: Discovering Myself

ACTIVITY-- "I Wish Statements"

PURPOSE OF ACTIVITY--To let students freely respond to some personal feelings

DIRECTIONS: Complete the following statements. Write the first thing that comes to your mind. After you have completed all of the statements read them over and think about what these things might tell you about yourself.

1. I wish I were ____

2. I wish I could ____

3. I wish I had ____

4. I wish I would ____

5. I wish I wouldn't ____

6. I wish I would have ____

7. I wish I wouldn't have ____

8. I wish I had said ____

9. I wish I wouldn't have said ____

10. In the future I wish I could be ____

11. I wished I liked ____

12. I wish I didn't like ____

WORKSHEET #5

ACTIVITY--"I Wish Statement"

13. I wished I looked like ______________________________

____

14. I wish I acted like ______________________________

____

15. I wish I ______________________________

____

____

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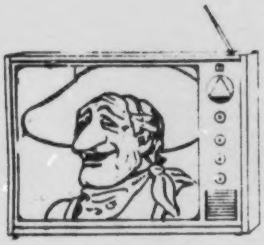
EMERGENCY

There's going to be an emergency (fire, flood, earthquake, etc.). You have five minutes to get out of your house. You may never come back. Number these things in the order you would take them.



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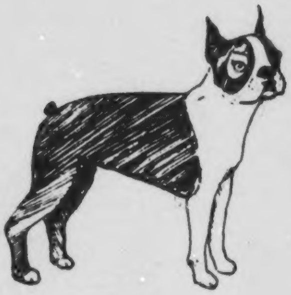

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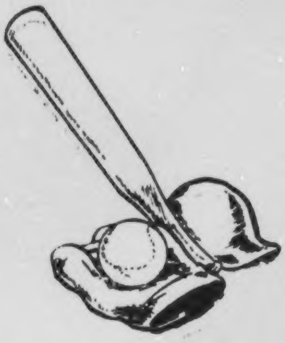

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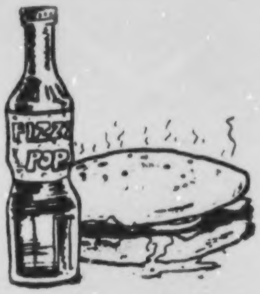

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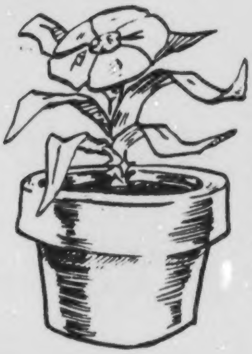

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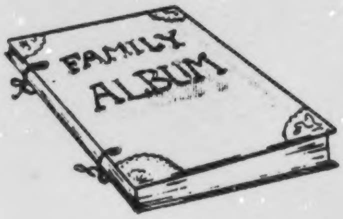

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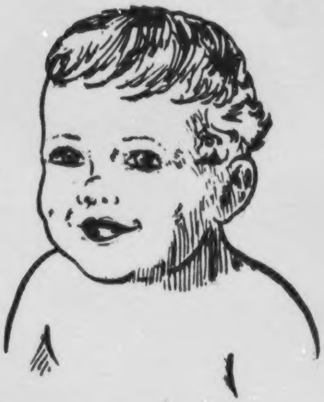

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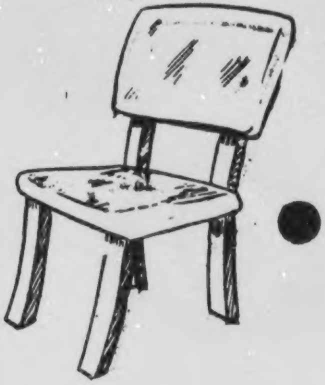

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What was your last (8th) choice? __________ **Why was that last?** __________

____

____

What was your first choice? __________ **Why was that first?** __________

____

____

What was the second? __________ **Why wasn't it first?** __________

____

____

What do your choices tell you about yourself? __________

____

____

Values — No. 2360 © 1977 Educational Insights, Carson, CA 90746

WORKSHEET #7

CLUB MEMBERS

INSTRUCTIONS: Below is a list of twenty "types" that could belong to your club or gang. Your task is to arrange them in order of their desirability within your club or gang. Number them starting with one as the most valuable, two as the next most valuable, etc.

RANK TYPE

________ BULLY.

________ SHOPLIFTER WHO NEVER GETS CAUGHT.

________ COMPETITIVE, ALWAYS WANTS TO BE FIRST.

________ DAYDREAMER.

________ DEBATER, CAN START ARGUMENTS OVER ANYTHING.

________ CONSTANTLY QUESTIONING AUTHORITY.

________ MEDIATOR OR PEACEMAKER; TWO-FACED.

________ FOLLOWS ALL DIRECTIONS, NEVER QUESTIONS WHY.

________ TRACK STAR.

________ BIG MOUTH.

________ GRAFFITI WRITER.

________ GENIUS, BUT BORING.

________ MILITANT ABOUT HIS RACE, RELIGION, ETC.

________ GOSSIPY.

________ "ACTION MAN" WHO NEVER STOPS TO THINK.

________ RADICAL.

________ CHEATER.

________ PUBLIC AND PEER PLEASER.

________ DRUG PUSHER.

________ FIGHTER, WITH ANYTHING BUT HIS HANDS.

Divide into small groups; compare answers and discuss your reasons.

(From book, Personalizing Education; page 250,251; Hart Pub.; 1975.)

VALUE DILEMMAS

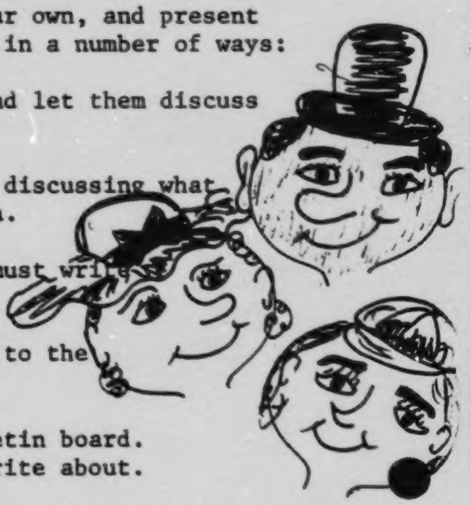
PURPOSE

The really tough part of making values decisions is when two or more values we hold come into conflict-when we must choose between honesty and loyalty, for example. This strategy is designed to help students learn to deal more effectively with value dilemmas and identify their current value priorities.

PROCEDURE

Explain to the class the purpose of the strategy. Select one of the value dilemmas on the following pages, or make up one of your own, and present it to the students. The strategy can be followed up in a number of ways:

1. Break students into groups of four to five and let them discuss how each would resolve the dilemma.
2. Hold a large group discussion, with students discussing what action they would take to resolve the dilemma.
3. Give as an individual assignment. Students must write about what action they would take.
4. Have the students write individual solutions to the dilemma first, then share in a small group.
5. Post two or more of the dilemmas on the bulletin board. Let students choose which one they want to write about.



The worksheet below may help facilitate discussion and the clarifying of values for some dilemmas.

WORKSHEET

1. What decision would you make and/or action would you take concerning this dilemma.
2. What might be the consequences of making this decision and/or taking this action? Who would be affected? How would they be affected?
3. Are there any alternative ways of handling this dilemma? List them. What might be the consequences of some of these alternatives?
4. How do you feel about the decision you made and/or action you took? Do you feel good about it? Do you have misgivings? Explain?
5. Have you ever found yourself in a situation similar to the one in the dilemma? What did you do? What were the consequences?

VARIATIONS

Instead of using the suggested procedures for the values dilemmas, try one of the following:

Have students dramatize or role play the endings of the dilemma.

Have students write dilemmas based on their own experiences.

(From book, Personalizing Education;
pages 251,252,253;Hart Pub.;1975)

VARIATIONS (continued)

Use a dilemma as the agenda for a community meeting in order to work on a group concern.

Give the task of reaching a group consensus (groups of five or six) based on dilemmas. This exercise could be combined with the rules of Active Listening(page 70 of book Personalizing Education), The Positive Focus Game (page 56 of above book), or Conflict Resolution (page 75 of same book).

Encourage students to respond to dilemmas in ways that reflect their own values. Responses such as "I would...", "I believe...", "If I were Johnny", as opposed to "he(she) should..." or "Johnny should...", encourage deeper participation in the action phase of the valueing process.

**********************VALUE DILEMMAS******************************

1. SHOPLIFTING

Sharon, a 16-year-old, has just been hired as a salesgirl in a record store in her neighborhood. She had been trying to get a job for several months in order to add to the income at home. Her mother has been struggling financially since Sharon's father died.

The store's owner stresses over and over again how important it is for Sharon to keep her eyes open for shoplifters. He keeps a meticulous count on the inventory and cash register receipts. In fact, Sharon had a chance at the job because the owner had fired her predecessor for insufficient vigilance.

During the second week on the job, Sharon's best friend Lucy comes into the store. Sharon watches as Lucy slips two records under her coat. Lucy then approaches Sharon at the cash register in order to pay for yet another record. Sharon whispers to Lucy that she ought to return the records. Lucy's response is a wink and a snicker.

**Should Sharon tell the owner and risk a friendship as well as sure arrest of Lucy? Why?

** Should Sharon charge Lucy for the one visible record and risk the same thing happening again, as well as risking an eventual loss of her job? Why?

++

2. DRUG DILEMMA

A policeman discovers that his 15-year-old son is using downers. Upon further questioning, the son reveals that he has been selling drugs to several of his classmates since last summer.

The father is utterly confused. He loves his son and feels a need to protect him. But he also realizes that he has a responsibility as a citizen and as a police officer to report his information to his superiors. In addition, he is deeply concerned about the other boys and their parents. In the state this family lives in, the first offense for "use" is probation. The first offense for the sale of drugs is a mandatory sentence of at least a year, even for minors.

**What should the father do? Why?

**After coming to a decision, change the situation by removing the father's role as a policeman. Does this change your decision? Why or why not?

VALUE DILEMMAS (continued)

3. VENERAL DISEASE

Bob and Linda are high school seniors who have been going steady for some time. Recently, Linda has secretly been dating Bob's best friend, John. John knows that Linda and Bob are going steady.

Today, John finds out from his doctor that he has contracted syphilis. Since he and Linda engaged in sexual intercourse two weeks ago, she almost certainly will develop the primary signs within a few weeks. John tells Linda.

Linda and Bob have also been sexually intimate. She realizes that although her symptoms have not yet developed, they probably will. She also knows that she probably has transmitted the disease to Bob. Bob has the reputation of being very tough and easily "flying off the handle".

** Should Linda say nothing to Bob, thus risking his health? Why?

** Should Linda tell Bob, thereby risking their relationship (not to mention possible injury from Bob's wrath)?

** Rank order the characters on the basis of most moral to least moral.

* * *

4. CAR ACCIDENT

Jamie is 16 and has just gotten her driver's license. She has invited Jill to go for a ride the first time she takes her father's car by herself. The girls are so busy talking and laughing that Jamie goes through a red light and hits a woman. The woman is banged up pretty badly. Jamie is so scared that, when the police arrive on the scene, she makes up a story about another car forcing her through the light.

Jamie is charged with reckless driving. Jill knows that she will have to testify in court when the case comes to trial. There are no other witnesses.

** Should Jill tell the truth in court and risk Jamie getting a record? Why?

** Should she lie to protect her friend? Why?

* * *

For additional"Value Dilemmas"refer to the book, Personalizing Education, Values Clarification and Beyond; Howe & Howe; Hart Publishing Company, Inc.; 1975, pages 257 through 279.

(WORKSHEET #8, pages 2 and 3 taken from Personalizing Education; pages 253 through 257)

Name
Date
Hour

UNIT: Discovering Myself

ACTIVITY: Goal Setting

PURPOSE: To set a goal and work toward reaching that goal

DIRECTIONS: You will be setting a goal to accomplish during this unit. Read the statements you have written on the I wish...activity. Is there something about yourself you would like to change? Here is your chance to try to make the change and get credit for it! Select something that you can work on changing during this unit and write what you plan to do. Use the following example:

Goal: I would like to stop cutting down or insulting my classmates.

How to accomplish this goal: To accomplish this goal, I will compliment three people each day rather than insult them.

How to check on this goal: I will have one of my friends check on me every day.

MY GOAL:

HOW TO ACCOMPLISH THIS GOAL:

HOW TO CHECK ON THIS GOAL:

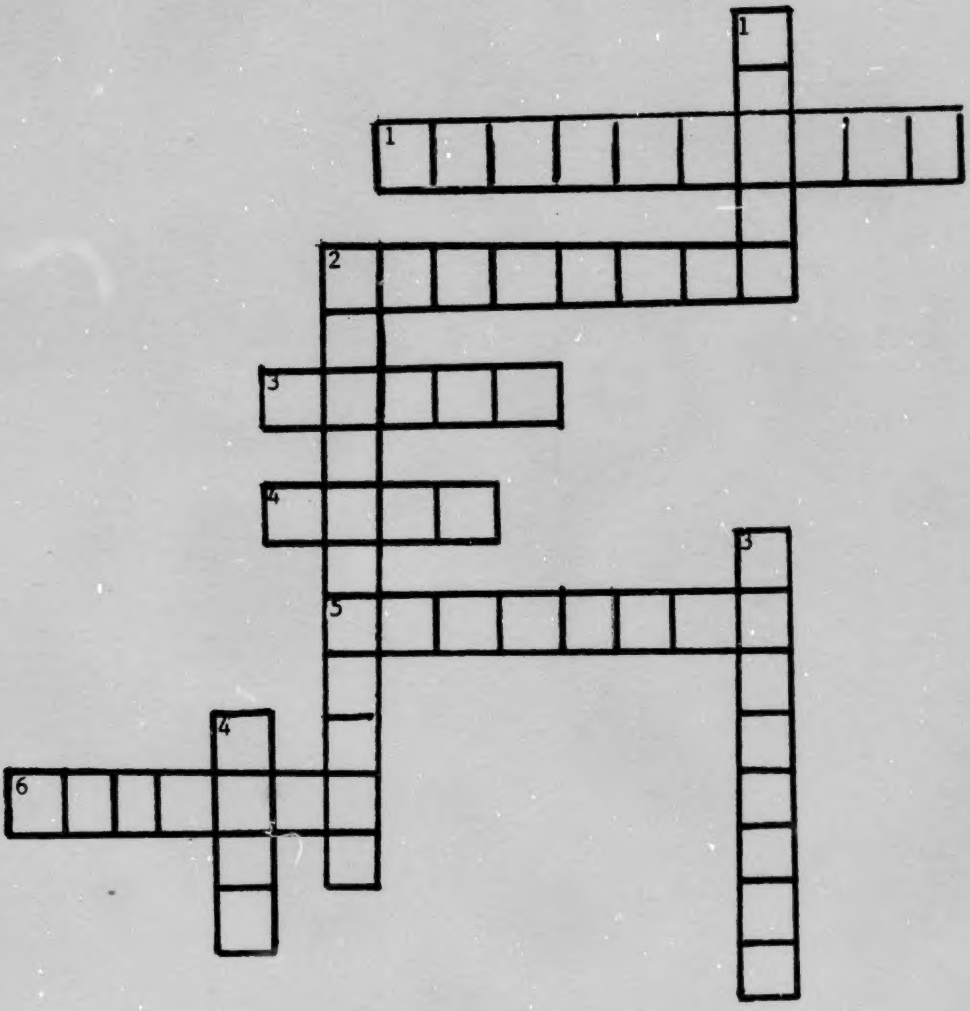
ACTIONS BASED ON PERSONAL OBJECTIVES

Clear objectives should help a person make a decision. Listed below are some personal objectives. Add three of your own. See if you can write one or two possible actions at the right to help a person reach each objective. Ask other class members what they were able to come up with as actions.

OBJECTIVE	ACTION
1. I want to make five new friends this semester.	
2. I want to have a better life than my parents have.	
3. I want to be accepted into college when I graduate from high school.	
4. I want to get married before I am 25 years old.	
5. I want to make this a better school.	
6. ______________ ______________ ______________	
7. ______________ ______________ ______________	
8. ______________ ______________ ______________	
9. ______________ ______________ ______________	

WORKSHEET # 11

DISCOVERING MYSELF



DOWN
1. The worth of something
2. Traits of a person that
   make an individual
3. Not positive
4. One's own person

ACROSS
1. To complete or finish
2. Without doubt
3. Feature, quality, characteristic
4. Something a person reaches for
5. Way of thinking, acting or feeling
6. A thought or idea

CAREER EDUCATION INFUSION STRATEGIES

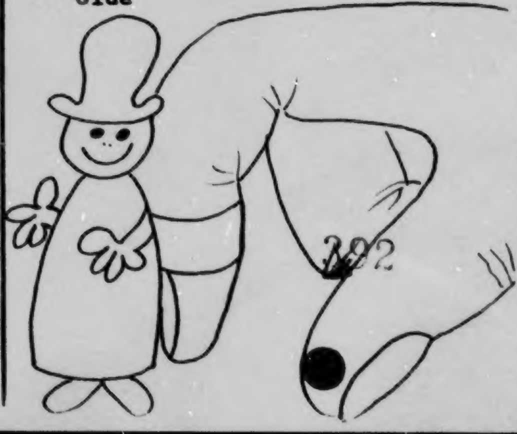
C E I S TITLE CAREER PUPPETS SUBJECT(S) General GRADE LEVEL(S) JUNIOR HIGH

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

○ Life Planning Skills ○ Academic and Vocational Skills ANY (DEPENDING ON CHOICE OF SITUATION)

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
May be used to help reach varied goals and teaching points depending upon the role playing situation established.	These student created puppets may be used for any classroom role playing situation. 1. Interpersonal relations 2. Real life experiences (shopping, interviews) 3. Historical events 4. Values activities 5. Decision making activities 6. Workers and job situations	
	Start by cutting out the face of the person to be represented. Make a small body and glue it on the back of the face. Then make a band of cloth or heavy paper like a ring that will fit around the student's finger. Slip the band around the finger and begin the role playing situation.	Scissors Cloth or paper Glue



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE JOB INTERVIEW - ROLE PLAYING SUBJECT(S) General GRADE LEVEL(S) 8

Career Education Learning Areas: ⊗ Self Knowledge ⊗ Life Roles, Settings and Events
⊗ Life Planning Skills ○ Academic and Vocational Skills

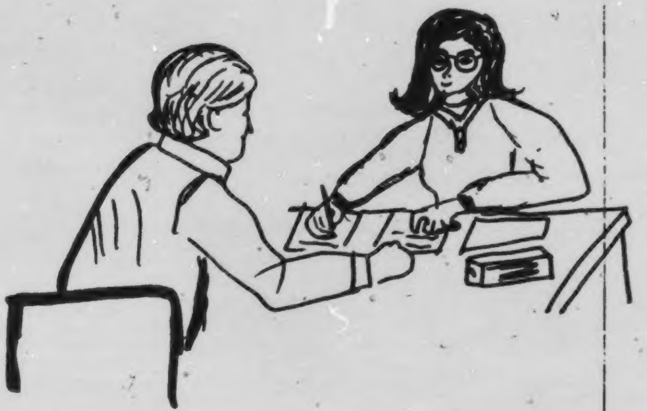
Submitted by: Norma Trantham

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations. standing up for their beliefs and rights	1. Students will role-play the job interview with one playing the employer and one playing the prospective employee. One suggested topic to role-play is: "How to handle a situation in which the employer asks the prospective employee to do something he/she does not not know how to do or does not wish to do as a part of the job".	There are several role-playing activities dealing with job interviews included in the Teacher-Consultant Notebook for Project Business. Available through Junior Achievement or at the District Career Education Center.
2.1 Students will relate occupations to the needs and functions of society. understanding advantages and disadvantages of different jobs	2. After listening to the mock interview, the audience will evaluate through discussion how well the interview was carried out and whether the prospective employee answered the questions satisfactorily.	
2.4 Students will know the characteristics of various occupations. being able to compare their personal characteristics to the requirement of specific jobs	3. Have students think of types of things an employer might ask an employee to do and different ways the employee might respond.	

CONTINUED
Career Education Infusion Strategies

CEIS Title JOB INTERVIEW - ROLE PLAYING

Submitted by: Norma Trantham

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.1 Students will be able to make effective decisions. knowing how to live with the decisions they have made when necessary		

DO'S AND DON'TS OF AN INTERVIEW

Preparing for the Interview:

1.	Look right Hands and nails shoes shined hair combed	Don't wear heavy perfume Too much makeup, wayout hairdos.
2.	Dress right Suit or simple dress	Don't wear date dresses fancy jewelry, crazy shoes, etc.
3.	Go by yourself	Don't take a friend or relative--That's "babyish".
4.	Bring what you need. Pen to fill out application, birth certificate, social security card, working papers, etc.	

At the Interview:

1. Sit up straight in your chair. Keep your feet on the floor. Look directly at the interviewer and listen carefully. Don't slouch or slump.
2. Be ready to answer questions. The interviewer isn't being snoopy. He's trying to find out if you are right for the job.
3. Don't talk about personal problems. The interviewer isn't interested. Don't put-down a former boss.
4. Be respectful. Call the interviewer Mister or Mrs.
5. Use good English - Don't use slang like "boss", cool, dig, etc.
6. Don't smoke or chew gum.
7. Know the questions you want to ask. Ask about salary, fringe benefits, future promotions, sick leave, medical insurance, vacations.
8. Find out what you should do next. Should you call or write or will they call you. Find out before you leave.

GOOD LUCK

Submitted by
Shirley Schaaf

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMMUNITY JOB ROUND-UP SUBJECT(S) General GRADE LEVEL(S) 8

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

3.4 Students will assume the responsibility for their own planning.

taking action on plans which will help them reach their goals

taking action toward solving problems

ACTIVITIES AND EVALUATION PROCEDURES

Divide class into groups of 3 to 5 students. Furnish each group with a tape recorder, microphone, 60 minute tape and want-ads from the newspaper. Each student will need a log book to record time, location. etc. of the interviews. Each student is expected to evaluate each job and give his or her reaction in the log book.

Step 1 (first day): Using the "Help Wanted" section, have students locate and record the following in log.

a. job you would like to have
b. job you would not like to have
c. job you think would be fun
d. job you think pays a lot of money
e. job you think helps people

Step 2 (second day): Have each group choose 3 or 4 jobs they really want to know more about. Go to area in your community and find workers that perform the jobs. The yellow pages in phone book might help save time. Arrange an interview with your selected worker and tape the interview.

SUGGESTED INTERVIEW QUESTIONS:

1. Why did you select this job or company?
2. What do you like about your job?
3. What things do you not like about it?
4. What education did you receive to prepare for it?
5. How did you get hired?

MATERIALS AND RESOURCES

Log Book

Tape recorders

Microphones

Tapes

Newspapers

Yellow pages

Parent permission slips

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EIS Title COMMUNITY JOB ROUND-UP

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.4 Students will know the characteristics of various occupations. knowing where to get information about jobs 4,3 Students will know the prerequisites of a variety of occupations	Step III. Group Sharing Session Have all groups come together and talk about their experiences. Listen to tapes and evaluate performance of interviewers, evaluate jobs, etc. If possible, it is also suggested that pictures be taken during interviews. This reinforces the experience when you relive it through pictures. This experience can be most rewarding. If you can not collect the hardware, (recorders, cameras, etc., sign up for BOUND TO WIN-UNSEEN CITY URBAN ADVENTURE, with Jim Klepper, 913-837-2622	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER AREA INVESTIGATING SUBJECT(S) General GRADE LEVEL(S) 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations. being more at ease with adults other than their parents 2.1 Students will relate occupations to the needs and functions of society. understanding how each occupation relates to other occupations knowing how all occupations are important to our community understanding advantages and disadvantages of different jobs	1. An introductory session should be held about possible careers. During this time some general points about interviewing should be brought out by the class. 2. Students are given a detailed specific form to fill out on a given career. The form can be completed by either going directly to a person that has the career or by making a telephone interview. Time should be spent on terms and questions on the form. 3. As part of the evaluation have students exchange experiences within the class. Create a file of completed forms and allow class time for personal investigation.	Prepare a detailed form and distribute to the class. NOTE: Questions on the form should contain major areas: A. Education B. Benefits C. Salary D. Experience E. Working Conditions F. Dress G. Hours H. Travel (See attached example)

CONTINUED
Career Education Infusion Strategies

CEIS Title CAREER AREA INVESTIGATING

Submitted by: Nina Heflin

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.2 Students will relate present planning to future outcomes. knowing how courses they take now relate to their future plans. 4.3 Students will know the prerequisites of a variety of occupations. knowing what school courses relate to the types of work they plan to do knowing the amount of education needed for various occupations		

Name ______________________ Hour _____

Career Area Investigating: ______________________

Company/Institution Contacted: ______________________ Date __________

Address: ______________________ Phone: __________

______________________ Size of Co.: __________

Person Spoken to: ______________________ Title/Position: __________

Telephone Conversation only: ______________ Date: __________

Personal Interview: ______________ Date: __________

Information Gathered:

1. Number of years in this company ______________
2. Number of years (months) in this position ______________
3. Education:

   Was a minimum education required? __________ If so, what? __________

   Does the company have their own training program? ______________

   Explain ______________________

   Is a license required in this work? ______________________

   Any special examinations (such as bar exams or CPA?) ______________
4. Fringe Benefits:

   Vacation __________ (Any specifications as to time of year?) __________

   Insurance ______________________

   Pension Plan ______________________

   Profit Sharing ______________________

   Sick Leave __________ Does it accumulate from year to year? __________

   Company Car ______________________

   Mileage ______________________

   Holidays ______________________

   Discounts ______________________

   Disability Benefits ______________________

   Workmen's Compensation ______________________

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5. Salary:

Starting________________

Hour_____________Straight Salary________________or Commission__________

Overtime________________________Bonus________________________________

Promotions____

Expense Account____

6. Experience:

Required____

How Much____

Influence Salary____

7. Lifestyle:

Does your job effect your personal life?_________________________________

____

8. Working Conditions:

Windows_________________________Lunch Room______________________________

Heating/Cooling____

Employee/Employer Organizations____

9. Dress Code:

____

Uniforms_____________Co. or employee purchases?__________________________

Cleaning or laundry?____________________

10. Travel:

Required__________________On your time or company?_______________________

Frequency________________________Conventions etc.________________________

All expenses paid?____

11. Hours:

Rigid_____________Flexible___________________Nights______________________

Weekends_________________Overtime________Do you receive compensation for

overtime?____

Lunch Hour________________________Coffee Break____________________________

Special Requirements (entertain Customers?)______________________________

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12. Personal Qualifications:

Age:____________________ Personality____________________

Physical:____

Mental:____

13. Location/Possibility of transfer:____________________

How frequently?________________ Expenses paid?____________

Will company buy your home if you cannot sell it?____________

14. Do you receive secretarial or clerical assistance?____________

15. How much physical labor is involved in your work?____________

16. Company policy regarding pregnancy____________________

17. Is this job traditionally held by a male or female?____________

____

18. Do you feel that you have job security?____________________

Does your company have a tenure provision?____________________

19. Who or what influenced you to take this job?____________________

____

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EVALUATING STUDENT CAREER INVESTIGATIONS

As an alternative evaluation strategy following career investigations, create a classroom library of student prepared booklets containing the job information collected.

The finished booklets may be placed in a bookshelf made from a cardboard box. A check-out card can be placed in each book and as a student reads the book, he or she signs the card. This allows the author the opportunity to know who has read the book.

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER PLANS SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge (x) Life Roles, Settings and Events

(x) Life Planning Skills (x) Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Students will know the interrelationship of their role as workers family members and citizens. knowing family expectations of/for them understanding the influence of occupational choice on their future life-styles understanding the importance of work in their lives 3.2 Students will relate present planning to future outcomes. knowing how present attitudes and interests relate to their plans for the future	1. Distribute to students copies of "Career Plans". (see attachment) 2. Allow class time to complete the five questions and personal information. 3. The "Career Plan" sheet is most helpful at the start of a school year. Spend time going over each sheet. They are a good way to know the career expectations of your students. If time permits call each student to your desk and discuss his sheet with him/her individually while the rest of the class works. 4. Save for future reference. NOTE: If many students are unfamiliar with the Kansas City Technical Center (ques. 4) you may wish to plan a field trip.	Enough copies of "Career Plans" for each student.

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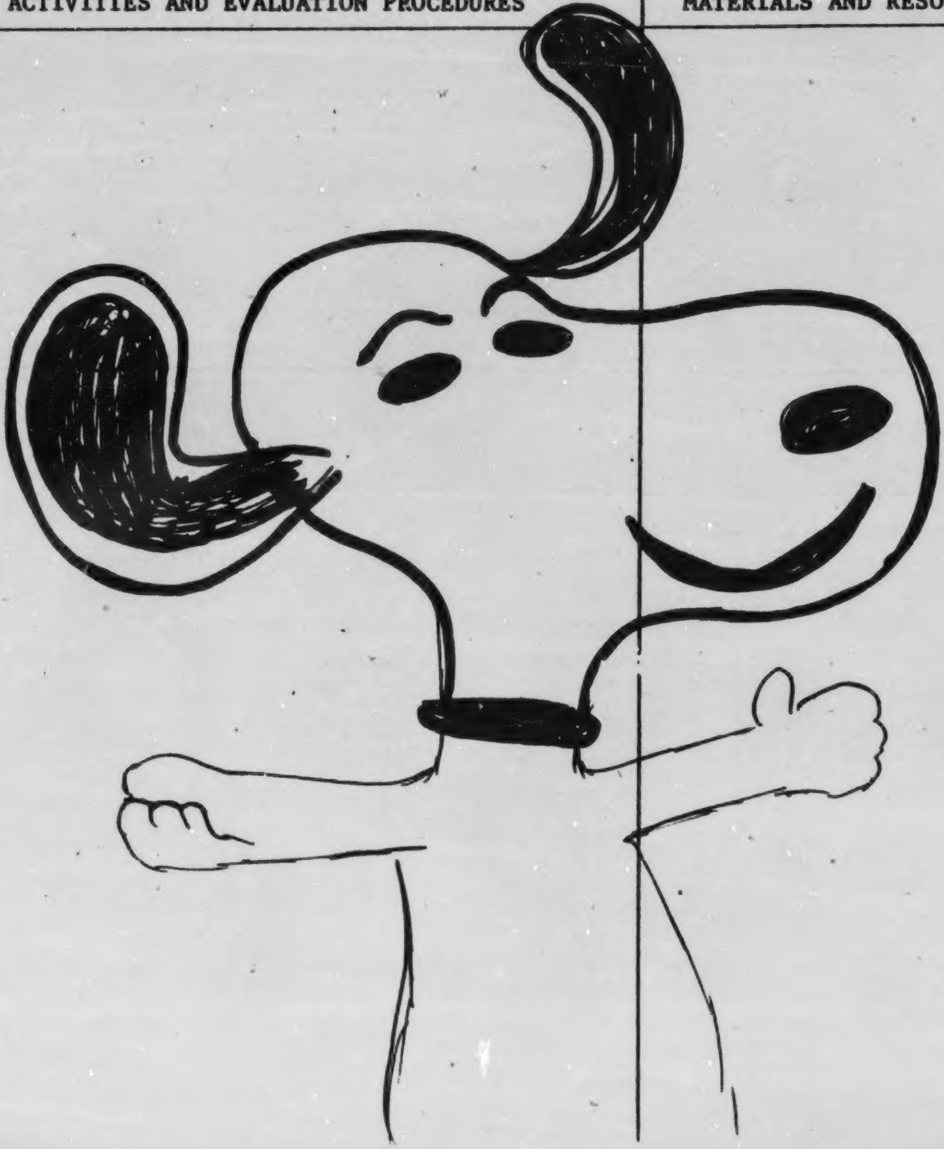
areer Education Infusion Strategies

EIS Title CAREER PLANS

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
knowing how courses they take now relate to their future plans 3.4 Students will assume the responsibility for their planning. assuming responsibility for making immediate plans as well as long range plans 4.3 Students will demonstrate an ability in pre-employment skills. knowing how to apply for a job		



CAREER PLANS

NAME________________________ PHONE NUMBER____________________

ADDRESS______________________ BIRTHDAY_______________________

ZIP CODE______________________ FAVORITE SCHOOL SUBJECT__________

1. Have you thought about what you would like to do for a living after you finish your high school days? If so, tell what you would like to do?

2. Have you thought about the courses you would like to take in high school to help you make your plans come true? What classes do you think will help you?

3. What kind of work do your parents do? Would you like to do that kind of work? Why or why not?

4. Do you know what the Kansas City Technical Center is? Have you considered going to the Center when you get in high school? If so, what do you think you will take?

5. Are you aware that finding a job is getting to be very hard? The more kinds of jobs you can do, the better your chances of finding work. What are some skills you can get in high school that can help you?

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JOB REPORTS

1.Name of job________________________________

2.Training needed?____________________________

3.Can you get the training in high school?_____________Where?____________

4.Working conditions:

5.Where is the work done?

6.Is there any danger this job will ever be replaced by a machine?______

7.What kind of salary can you make to start?________after 1 year______
after five years____________

8.Does this job have a future?________What promotions can you expect afte
1 year?____________________After 5 years?_____________________

9.What kind of fringe benefits can you expect on this job?

10.What kind of vacation can you expect?

11.Where would you go to get this job?

12.What kind of house could you afford with this job?

13.What kind of car could you afford?

14.What kind of clothing would you have to have for this job?

15.What kind of social life could you have with this job?

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE OCCUPATION SEARCH SHEET SUBJECT(S) General GRADE LEVEL(S) secondary

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events
○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.4 Students will know the characteristics of various occupations. knowing how much different jobs pay knowing where to get information about jobs	1. Give students handout entitled "Occupation Search Sheet". Have them select an occupation in which they have an interest. Allow adequate time for information to be collected by students. 2. Have students share with others the information they gathered about the occupation they chose.	Books Magazines Newspapers Resource persons to interview Copies of "Occupation Search Sheet" (attached)
4.3 Students will know the prerequisites of a variety of occupations. knowing what school courses relate to the type of work they plan to do knowing the amount of education needed for various occupations knowing the special abilities necessary in order to enter various occupations	3. Go through a decision-making process in which the students decide whether they still have an interest in the occupation they chose now that they have gathered pertinent information about it.	

OCCUPATION SEARCH SHEET

1. Choose an occupation that you have considered or would like to consider as your possible life-time work. This occupation is

   ________________________________.

2. Locate three sources of information regarding this occupation and write the names of the resources in the spaces below:

   ____

   ____

   ____

3. Answer the following questions about the occupation:

   A) What are the prerequisites and training needed for the job?

   B) What kind of salary could you expect to earn when you begin this job?

   C) What are the future demands for this job? In other words, is it a rapidly growing field with lots of job openings or a slow one?

   D) What are the working hours?

      Are night shifts required?

   E) How many holidays?   Paid?

   F) Is there a minimum age?

   G) Is there an educational requirement?

   H) Is there a union?

   I) Are there seniority privileges?

J) What will be expected of employees?

    1. Working conditions
    2. Work load
    3. Uniforms required
       Who purchases?
       Who cleans?
    4. Any dress code?
    5. Chance for traveling?
       Required?
    6. Possibility of reassignment/relocation in another city
       Whose expense?
    7. Any tools required of employee? Car?

K) What possibility of advancement?

    1. Type of work
    2. Salary

L) When are pay days?

M) When can/do I start?

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE FILLING OUT A JOB APPLICATION SUBJECT(S) General GRADE LEVEL(S) Secondary

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Norma Trantham

C. E. GOALS AND TEACHING POINTS

4.3 Students will know the prerequisites of a variety of occupations.

knowing what school courses relate to the types of work they plan to do

knowing the amount of education needed for various occupations

knowing the special abilities necessary in order to enter various occupations

4.4 Students will demonstrate an ability in pre-employment skills.

knowing how to apply for a job

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will go through process of filling out a job application together in class.

2. Teacher will emphasize vocabulary that is used on a job application as the students complete it. The vocabulary listed below is a partial listing of the terms that can appear on an application. The actual vocabulary will vary according to the job application utilized by the teacher.

permanent address
present address
marital status
dependents
spouse
rent
board
position desired
educational requirements
former employer

references
physical record
physical defects
misrepresentation of facts
ommission of facts
wages
salary
termination
outside activities

3. Students will compare different job applications to see how they can vary in the information requested on each one.

MATERIALS AND RESOURCES

Teacher will obtain job applications from various businesses.

A teacher-made list of terms can be made for student review.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE HOW MUCH DO YOU KNOW ? SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. knowing how all occupations are important to our community 2.4 Students will know the characteristics of various occupations. being able to compare their personal characteristics to the requirements of specific jobs knowing where to get information about jobs	1. Tell the students that they are going to find out how much they know about different occupations. Pass out the sheet entitled "How Much Do You Know" (see attachment) and allow sufficient time for them to complete it. 2. Once the students finish, a class discussion can be held while going over the various questions. The discussion can be very enlightening to the students if allowed to take off on tangents asking questions about the various occupations listed.	enough copies of "How Much Do You Know" for each student in class

HOW MUCH DO YOU KNOW?

I. Can you find the right job for the following people? Underline the answer you think is correct.

1. Bill W. likes to work outdoors. He is good with his hands. Bill might like to be a: (a.) car salesman (b.) carpenter (c.) newspaper reporter.

2. Jane A. likes social service work. She enjoys helping people. Jane might like to be a: (a.) nurse (b.) bookkeeper (c.) model.

3. John L. is interested in persuasive work. He likes to sell people ideas and products. He is also interested in mechanics. John might like to be a: (a.) hotel clerk (b.) machinery salesman (c.) TV repairman.

4. Mary B. is interested in clerical work. She like details. accuracy and working indoors. Mary might like to be a: (a.) hair stylist (b.) salesclerk (b.) computer operator

5. Don S. is interested in literary work. He likes to read and write. Don is also interested in science. He might like to be a: (a.) lawyer (b.) medical worker (c.) vocational counselor.

II. Underline the answer you think is correct for the following description of occupations.

1. To become a forestry aide you must: (a.) be good with tools . (b.) like outdoor work . (c.) complete a 3-year apprentice program.

2. To become a medical technologist you must: (a.) major in bacteriology (b.) go to medical school (c.) be polite and cheerful.

3. To become a radio and TV serviceman you must: (a.) start as a helper (b.) be able to design equipment (c.) study electronics.

4. To become a salesclerk you must: (a.) have a pleasing personality (b.) be a college graduate (c.) get a state license.

5. To become a bookkeeper you must: (a.) have a pleasing attitude (b.) go to I.B.M. school (c.) be good with numbers.

6. To become a newspaper reporter you must: (a.) pass a civil service test (b.) be a good writer (c.) like a job that that keeps you outdoors.

7. To become a beautician you must: (a.) get a state license (b.) go into business for yourself (c.) be interested in science.

8. To become a nurse's aide you must: (a.) be a high school graduate (b.) like to solve problems (c.) want to help people.

III. Choose the correct answer to the following prerequisites for getting an occupation.

1. When you go to a job interview: (a.) you should try to use good English (b.) good English doesn't matter (c.) you should say whatever comes to your mind (d.) you should remain silent at all times.

2. The State Employment Service will not give you: (a.) an interview (b.) an aptitude test (c.) job-hunting tips (d.) any of the above.

3. The State Employment Service: (a.) gives driver's tests (b.) charges a fee (c.) does not charge a fee.

4. If you mess up an application form, you should: (a.) pay no attention to it (b.) ask for a new form (c.) tear it up and go home.

5. An aptitude test helps you to: (a.)find out what kind of work you might be good at (b.) drive a car (c.) get along with your friend.

6. When you go to look for work you: (a.) take a friend along so you won't be lonely (b.) take a relative (c.) go alone.

7. When you are being interviewed for a job you: (a.) slouch in your chair (b.) use good English (c.) smoke if you feel like it.

8. Which of the following is not an important benefit you should look for in a job? (a.) salary (b.) life insurance (c.) pension plan (d.) bowling team.

9. Which of the following groups charge you a fee to help you find a job? (a.) State Employment Service (b.) a company personnel department (c.) None of these.

10. Finding a good summer job is: (a.) hard (b.) easy (c.) impossible

11. Before looking for a summer job you should (a.) talk to a policeperson (b.) talk to a lawyer (c.) talk to your school guidance counselor.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CLOTHES AND WORK SUBJECT(S) General GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Juanita Williamson

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with others.

telling others more easily what they think and how they feel

knowing how to deal with criticism

1.4 Students will know the necessity of being able to function in a variety of situations.

standing up for their beliefs and rights

2.1 Students will relate occupations to the needs and functions of society.

understanding advantages and disadvantages of different jobs

2.4 Students will know the characteristics of

ACTIVITIES AND EVALUATION PROCEDURES

1. Hold a brief discussion on clothes and work. Start by showing a picture of a lady in a long evening dress. Then ask leading question such as:
    a. Is this lady ready to clean the oven?
    b. Do you think she works in the out of doors?
    c. Is she ready for work or play?
2. List reasons the students give for the answers they give.
3. Distribute worksheets and catalogs. Using pictures of clothing, students select types of clothing for each of the occupations and situations given.
4. Have students share their choices for each of the occupations and situations.
5. Work maybe displayed on the bulletin board nicely.

MATERIALS AND RESOURCES

1. Picture of lady in evening dress.
2. Catalogs one per student.
3. Scissors/one per student
4. Paste
5. Copies of Clothes and Work worksheet

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EIS Title CLOTHES AND WORK

ubmitted by: Juanita Williamson - D. and N. Trantham

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES

being able to compare their personal characteristics to the requirements of specific jobs

3.1 Students will be able to make effective decisions.

knowing the steps to effective decision making

3.3 Students will recognize the need for flexibility in planning.

knowing how to adjust to changes in their lives

3.4 Students will assume the responsibility for their planning.

taking action toward solving problems

4.4 Students will demonstrate an ability in pre-employment skills.

knowing what habits and attitudes employers like

NAME

CLOTHES AND WORK

1.

A salesperson in a large store.

2.

A Waiter/waitress in a small diner.

3.

A farmer planting corm.

4.

A mechanic fixing a flat tire.

5.

A nurse in a hospital.

6.

A boy or girl mowing a lawn.

7.

A receptionist in an office

8.

A TV repair person.

EDUCATION AND YOUR FUTURE

1. Why did education become more important as machines did more and more of our work?

2. What new problems did the rise of industry bring to Americans?

3. How does the amount of education you have effect your earning power over your life time?

4. What has happened to the jobs uneducated people used to be able to get?

5. What jobs are there today for uneducated people?

   What kind of pay do they make?

   What kind of future do jobs like this have?

6. What classes are you going to take in high school that will help you find work in the industrial future?

7. How can you prevent a machine replacing you someday on your job?

8. What is retraining?

   Why do people have to be ready all the time for retraining in today's industrialized world?

JOB DECISIONS

PART 1

Job A:

You'd be working for a newly-formed electronics company that deals in computers. You'd be involved in helping your boss set up contacts, organizing advertising campaigns, handling customer relations.

The company is located within walking distance of your home, and pays $122.50 per week. The hours are 9-5, but there may be a large demand for overtime (with pay) and you get only one week paid vacation in your first year. This job offers considerable opportunity for advancement.

Job B:

You'd be working as an office clerk for a company that manufactures home heating radiators. The company is located a short drive from your home, and pays $127.50 per week. The hours are basically 9-5, but they're flexible. You may be asked to work some overtime. The company gives you a one week paid vacation and pays half of your health insurance. The opportunity for advancement is good, but not exceptional.

Job C.

You'd be working for a department store as a sales clerk. The company is located almost an hour's car or bus ride from your home, and pays $125 per week. The hours are 9:30 to 5:30, and there's seldom any overtime. You get 2 weeks paid vacation, company paid health and life insurance, and a pension (after 25 or more years of employment). There's little opportunity for advancement, but it's a solid company that offers long term security.

Question: Which of the offers would you accept? A____B____C____

PART 2 Comparing these three jobs.

1. Which job pays the highest wage?_____
2. Which is the most conveniently located?_____
3. Which offers the best fringe benefits?____
4. Which offers the best opportunity for advancement?____
5. Which offers the greatest long term security?____
6. Which may demand the most overtime work?____
7. Which seems the most enjoyable and interesting to YOU?____

PART 3

1. The only proper way to accept a job offer is by sending a letter of acceptance?_________
2. The proper person to notify of your acceptance is the company president?___________
3. When you accept a job, which of the following should be double checked with the employer?
   ______the date you begin work
   ______the person you should report to
   ______the place you should report to
   ______the time you should report to work

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4. You should report your acceptance to all people and agencies who helped you get the job?

5. You should report your acceptance to all other companies that you applied to?

HELP WANTED

DIRECTIONS: Select an ad from the "Help Wanted" section of the newspaper. Answer the following questions about your

What abbreviations are in your want ad?

What job is your want ad advertising?

What experience must you have for the job?

What education must you have for the job?

Where do you go to apply for the job?

Is their telephone no. included? If so what is it?

Are there any special times you can apply for the job?

Is there a special person you must see?

Does the ad say how much money they will pay for the job? If so, how much?

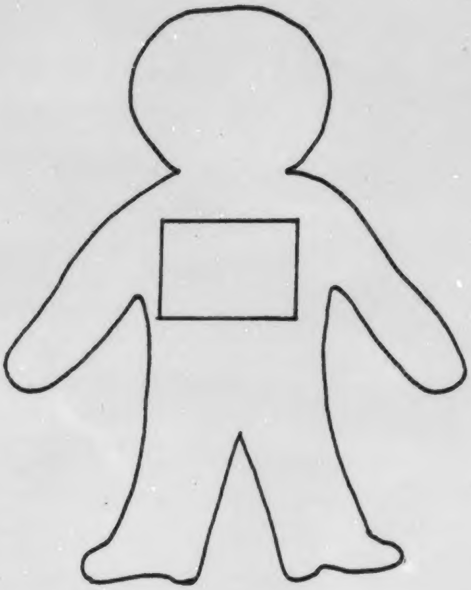
Do you think your ad is advertising a good job? If so, why? If not, why?

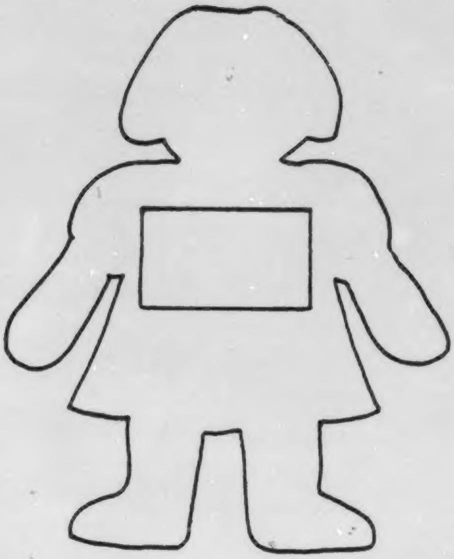
Is there any indication that the employer would prefer a man or woman?

Is this job open to anyone who qualifies?

WHAT I WILL BECOME....WITH TRAINING

1. I would like to know more about the Career of ________________.
2. I like this career because - 1.______________________________
   2.______________________________
   3.______________________________
3. I will need to get more training in______________________ for this career.
4. With this career I hope to have the following kind of life style





Put your name on the figure above and dress him or her as you hope to look when you are performing your career.

Cut out the figure and glue it to the bulletin board in the front of the room.

Submitted by
Shirley Schaaf

LOOKING FORWARD TO MY FUTURE

WHEN I AM THIRTY YEARS OLD......

1. I would like to be

2. I would like to see

3. I will have finished

4. I will have started

5. I will be a parent or adult who

6. I want a friend who

7. I will look like

8. My Clothes will look like

9. I will need money for

10. NOW ADD YOUR OWN, WITHOUT USING WORDS!

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by Shirley Schaaf

LETTERS TO THE JOB LORN!

Dear_______________

I'm a pretty easygoing guy, generally, and I get along fine with people. But 2 weeks ago our company hired a guy I can't stand. All day long he's bragging about himself, making wisecracks about other workers, and goofing off whenever he gets the chance. He's got a hot temper, too, and he's always blowing up for the slightest reason. This loud-mouth really gets on my nerves! What should I do? If I have much more from him, I'm going to blow up.

TENSE

Dear_______________

There are two secretaries in our office--me and another girl (let's call her Jane). Whenever we do something good, Jane always takes the credit for herself. But when something goes wrong, she always blames me. For instance, when we finished typing a monthly report a full day before the deadline, she told everybody the work was done because she worked so hard! But when we ran out of pencils the other day she told everybody it was my fault. I believe in being fair, but I'm tired of what she is doing. What should I do?

SHORT END OF THE STICK

Dear_______________

I've been working as an administrative assistant for three months now. The work's not bad, and the pay's all right. I thought everything was OK - until yesterday, when my boss passed my desk and said, "Kid, your work habits need improving." Well, I thought about that, but to tell the truth, I'm not exactly sure what he meant. What are "Good Work Habits"? And what does he expect from me?

DISTRESSED

Dear_______________

I've run into a personal problem with our payroll manager. Last week I worked six hours overtime, and I worked overtime the week before that, too. But I only got paid for my regular time. When I tried to tell the payroll manager about his mistake, he refused to listen. I can't get through to him. I want to get paid for the full time, but I feel helpless to do anything about it. What is your advice?

FEELING CHEATED

440

LETTERS TO THE JOB LORN!

Dear______________

I'm assisting my department supervisor on a long-term project of major importance to the company stockholders. My supervisor and I disagree on the best way to present our results. In my opinion, his idea is precisely the wrong approach to take. I'm positive my way is best, but I can't convince him of it. Should I go directly to my supervisor's boss and explain my idea to him? Or would that seem too defiant? What do you say?

PRETTY SURE I'M RIGHT

Dear_______________

I'm in charge of billing the advertisers who buy space in our magazine. Last week we found out we had sold more advertising space for our next issue than we have room for. Nobody except the boss really has the authority to order extra pages to be printed. But he's out of the country for a month, and a decision is needed immediately. Since I am involved with advertisers to some extent, I took a chance and made the decision myself to add the pages. Now I'm wondering if I did the right thing. What would you have done?

SECOND THOUGHTS

TEST

1. What are 5 good rules for on the job success?

2. How should you try to get along with fellow employees?

3. What should you do if you find your check is not right?

4. How should you treat a supervisor or boss?

411

YOU'RE LOGICAL?

Pro-test

1. If you went to bed at 8 o'clock at night and set the alarm to get up at 9 o'clock in the morning, how many hours of sleep would this permit you to have?

2. Do they have a 4th of July in England?

3. How many birthdays does the average man have?

4. Why can't a man living in Winston-Salem, N.C. be buried west of the Mississippi?

5. If you had only 1 match and entered a room in which there was a lamp, an oil heater, and a wood-burning stove, which would you light first?

6. Some months have 30 days, some have 31 days. How many months have 28 days?

7. If a doctor gave you 3 pills and told you to take one every half-hour, how long would they last you?

8. A man builds a house with 4 sides to it, and it is rectangular in shape. Each side has a southern exposure. A big bear comes wandering by. What color is the bear?

9. How far can a dog run into the woods?

10. What 4 words appear on every denomination of U.S. coins?

11. What is the minimum number of active baseball players on the field during any part of an inning? How many outs in an inning?

12. I have in my hand 2 U.S. coins, which total 55 cents. One is not a nickel. Please keep this in mind. What are the two coins?

13. A farmer had 17 sheep. All but nine died. How many did he have left?

14. Divide 30 by ½ and add 10. What is the answer?

15. Two men played checkers. They play 5 games and each man wins the same number of games. How can you figure this out?

16. Take two apples from 3 apples and what do you have?

17. An archeologist claimed he found some gold coins dated 46 B.C. Do you think he did?

SCORING: 14 correct - Genius   7 correct - Oops!
         11 correct - Normal   3 correct - Better read this again!

412

OCCUPATIONAL FIND

Directions: There are 36 tags with one name of an occupation related to a particular subject on each tag. Two captains are appointed by the teacher and stand on each side of the room. Captains take turns choosing teams. If there is an uneven number of players one will be designated scorekeeper. The game begins when the captain of the first team picks out a tag and attaches it to the second captain's back without letting him see the tag. Player must stand so that everyone can see the tag and must ask at least three questions concerning his identity to the person attaching the tag before guessing the name of the occupation.

Example:
1. Do I serve other people?
2. Do I wear a uniform?
3. Do I have a college degree?
4. Is it noisy where I work?

If a player with tag attached correctly guesses his identity in 4 to 6 guesses his team scores a point. Used tags are placed in a separate stack and not reused in the same game. The next two players in line take their turns, etc. until all tags are used.

BAKER'S DOZEN

List 13 (a baker's dozen) of your favorite possessions--things that are yours.

1

2

3

4

5

6

7

8

9

10

11

12

13

If you were to move to another city, draw a line through the 3 items which you could really do without.

Circle the three items which mean the most to you and which you would hold on to until the very end.

Look back over your list and your decisions and consider:

> Why did you decide to do without the 3 items?
>
> Why did you want to keep the other 3?

BRING ON THE CLOWNS

1. What is a clown?

2. What is a puppet?

3. Name a clown you have heard about.

4. If you could make a puppet what kind of character would you make?

5. How do you learn to be a clown?

6. How far back in history does the career of clown go?

7. What are some other names for clowns?

8. Where is there jobs for clowns?

9. What talents does one need to be a clown?

10. Where could you get training to be a clown?

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE OBTAINING CLASSROOM SPEAKERS SUBJECT(S) General GRADE LEVEL(S) Any level

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Nina Heflin, Norma Trantham

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

understanding how each occupation relates to other occupations

knowing why individual workers are important to our everyday life

knowing how all occupations are important to our community

understanding advantages and disadvantages of different jobs

2.4 Students will know the characteristics of various occupations.

knowing what kinds of jobs they can enter when they are 16

ACTIVITIES AND EVALUATION PROCEDURES

1. Send "Parent Resources Form" home with students explaining to parents that the class is engaged in a study of occupations and asking them if they would be willing to speak to the students about their occupations. (A copy of Parent Resources Form is attached).

2. Get students involved in obtaining speakers by finding persons to come to the class to talk about occupations in which thye have an interest. A copy of "Information for Resource Persons" should be given to the prospective speaker so he/she will know what type of questions to expect to be asked. (A copy of "Information for Resource Persons" is attached).

3. Poll the students to see what kinds of occupations they would like to investigate. This can be done through checklists or suggestions offered during open class discussions.

4. Evaluation of what is learned can take many forms such as teacher observation, class discussions, etc.

MATERIALS AND RESOURCES

"Information For Classroom Resource Persons" (Attached)

"Form For Parent Resources" (Attached)

Suggested places to contact to secure speakers:

- Banks
- Southwestern Bell Telephone Co.
- Police Department
- Fire Department
- Missouri Job Service (State Employment Service)
- Chiropractic College
- Veterinarian
- Halls Crown Center
- Insurance Companies
- Bendix
- Hospitals
- Osteopathic College
- Union Organizations
- Law Offices
- Museum Curators

CEIS Title OBTAINING CLASSROOM SPEAKERS

Submitted by: Nina Heflin, Norma Trantham

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
knowing how much differnt jobs pay being able to compare their personal characteristics to the requirements of specific jobs knowing where to get information about jobs 4.3 Students will know the prequisites of a variety of occupations. knowing how to apply for a job being aware of occupational training knowing the amount of education needed for various occupations knowing the special abilities necessary in order to enter various occupations		

INFORMATION FOR CLASSROOM RESOURCE PERSONS

The following ideas are offered to give you an idea of what we expect from you and to give you an idea of what to expect from us. We're pleased you've consented to visit our class. Remember--no one knows more about you than you!

Overview: Through visits with resource persons, students (and teachers) will become more knowledgeable about the world around them. They will understand what people in the world do as workers, as leisure participants, or as family members. They will learn about the various places people are--worksites, home, community. They will understand the effects different events have on people--expected events and unexpected events.

When you arrive: Go to the main office. The secretary will let us know you've arrived and someone will come to get you.

What to wear: Because becoming familiar with the attire of various workers is a part of our program, if possible, please wear what you ordinarily would wear to work. If you wear a uniform we would like for you to tell about it. Why do you wear a uniform? Are there special safety features to it?

What to bring: We want to learn as much as possible about your occupation, so please bring whatever tools, equipment and samples of your work you can.

What to talk about: We want to know the name of your job and where you work. Tell us, too, about the tools, etc. you bring to class. Your uniform has already been mentioned--we want to know about that, too. We want to interview you, too. While you're telling us about your work we will think of other things we want to know. If we ask you a question you don't feel comfortable answering--just tell us--we understand!

How long to take: It's hard for us to sit still longer than 20 or 30 minutes.

Interview: These kinds of things might be asked in the interview:

1. How long have you had your job?
2. Have you ever worked anywhere else?
3. Tell us about typical day. Do you always do the same thing? You might want to share with us some of the funny or exciting things that happen on your job. What do you like most/least about your work day?
4. What could we expect to make in the beginning? How high could we go?
5. What are the educational and experience prerequisites?
6. Is job seasonal? Explain.
7. Is there a special vocabulary for your job?
8. Where can we get more information?

FORM FOR PARENT RESOURCES

Parent Resources
(Please fill out and return to school)

Name: Mother______________________________Father_____________________________

Child's Name_____________________________________

Would either or both of you be willing to come to school to talk with students about your occupational experience?_____________________________

Would it be possible for students to visit your place(s) of business?

____

Mother's Occupation:______________________________

Father's Occupation:______________________________

What are your non-work interests? Any special hobbies or talents?

____

____

____

In what other occupations have your worked?_____________________________

____

____

Are there states or countries of which you have first hand knowledge?
__________________________Which ones?_____________________________________

Is there anyone else in your family who has special skills, knowledge or experiences?____

____

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE: OAK RIDGE ENERGY PROGRAM SUBJECT(S): All School Assembly GRADE LEVEL(S):

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Nina Heflin

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. 3.2 Students will relate present planning to future outcomes.	1. Class writes a letter to the University requesting the assembly on energy. This could be done by an English class, Social Studies, etc. 2. The energy demonstrator performs for an all school assembly. He has many pieces of equipment involving energy that he explains using various techniques, including audience participation. Excellent program. 3. Follow-up activity: Each student is to submit a brief report of something he/she learned from the assembly. 4. Pictures were taken to be included in the school yearbook. 5. An article was written by a selected group of students for inclusion in the school newspaper.	Oak Ridge Associated University Energy Education Office P. O. Box 117 Oak Ridge, Tn. 37830

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE STUDENT GOVERNMENT DAY SUBJECT(S) ALL SCHOOL GRADE LEVEL(S) JUNIOR HIGH

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Northeast Junior Dan Baer, Alma Smith

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. knowing why individual workers are important to our everyday life	This schoolwide activity may be organized and sponsored by a group such as the student council or by an individual class. Step 1 --Gain the support of the administration and teachers Step 2 --Circulate the attached form asking staff members to participate by allowing students to share their job for a day Step 3 --Make a complete list of all jobs that will be available to students for the day	Attached forms or ones personalized for your school
4.3 Students will know the prerequisites of a variety of occupations. knowing the special abilities necessary in order to enter various occupations 454	Step 4 --Begin publicity with displays, posters and flyers (samples attached) Step 5 --Distribute application blanks to students who are interested in having a job for government day Step 6 --Arrange for applicants to be interviewed by a committee or the workers themselves Step 7 --Announce what students have been chosen to fill all positions Step 8 --Distribute attached sheet to workers so that each worker will know what kinds of information they need to share with the students. Step 9 --HAVE A WORTHWHILE STUDENT GOVERNMENT DAY Step 10--Evaluate / attached sheet for student evaluation	Posters, bulletin boards 455

STUDENT GOVERNMENT DAY

1. Each student is to fill out an employment application for a desired job. (Application forms may be obtained in the office.) Place one completed application form in the box in the office, on or before ______________________________.

2. Job opportunities:

   Student Public relations coordinator
   Principal (one upper-grade student)
   Vice-Principal (three upper-grade students)
   Administrative Assistant (one upper-grade student)
   Counselor (three upper-grade students)
   Office personnel:

      Registrar (one upper-grade student)
      IBM Secretary (one upper-grade student)
      Attendance Secretary (one upper-grade student)'
      Records Secretary (one upper-grade student)

   Food Service:

      Cafeteria service (four students, any grade)
      Security (same number students as force, any grade)

   Maintenance:

      Matron (one student, any grade)
      Laundry (one student, any grade)
      Elevator operator (one student, any grade)
      Custodians (four students, any grade)

   Teachers: Involve as many teachers as possible who are willing to have a student-teacher in their class.

   All student-teachers are to meet with certified teacher at least 3 days in advance and prepare a lesson plan. At no time during the student-teacher's participation will the certified teacher be out of the classroom.

3. Each participant will write a resume of his/her experience and necessary feedback will be given to students.

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-337-

APPLICATION FOR EMPLOYMENT
Student Government Day
Kansas City, Missouri School District

DATE ____________________

____ / /
(Last Name) (First) (Middle Initial) Social Security Number

ADDRESS: ____
Number Street City State Zip Apt. # Telephone No.

Date of Birth	Sex	Age	Height	Weight	How many days have you missed school this year?

What were the reasons for your absence? ____________________

Are you presently employed? ________ If so, where? ____________________

ACTIVITIES: Include sports, organizations, hobbies, etc. ____________________

____

Elementary School Attended ____________________ DATES: __________

Junior High School Attended ____________________ DATES: __________

Other ____

POSITION DESIRED: ____________________

Why would you like to serve in this position? ____________________

____

____ 458

Adult References:

1. 457 ____________________ 2. ____________________ 3. ____________________

____
Signature of Applicant

STUDENT GOVERNMENT DAY
Kansas City, Missouri, School District

As an adult who has CHOSEN to be actively involved in Student Government Day, you deserve a big THANK YOU and CONGRATULATIONS!

THANK YOU for sharing the following information with the student who has been chosen for your position.

1. Job Description
    a. Responsibilities
    b. Advantages and disadvantages
    c. Typical day
    d. Future job market

2. Job Qualifications
    a. Education or training needed
    b. Personal qualities that are necessary or helpful

3. Lifestyle
    a. Effects of job on personal life
    b. Effects of job on leisure time
    c. Effects of job on economic position

4. Attitudes
    a. Do you like your job?
    b. How do you feel at the end of a work day?
    c. If you had it to do over again.......

CONGRATULATIONS for sharing your day with a very important person--one of our students! At the end of Student Government Day, participants will have a better understanding of their school, the world of work and themselves.

LET'S HAVE A WORTHWHILE STUDENT GOVERNMENT DAY!!

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STUDENT GOVERNMENT DAY
Kansas City, Missouri Schools

Fill out the following evaluation sheet. Return completed sheet to the office.

NAME____DATE___________________________

JOB CLASSIFICATION____

1. Did you like your job?

2. How did you feel at the end of the work day?

3. What did you learn from doing your job?

4. Would you like to make this job your life's career?

5. Describe at least one interesting event that occurred during your work experience.

6. Do you feel that Student Government Day is worthwhile?

7. Would you rather have Student Government Day workers chosen by popular vote or from job application forms?

8. What are some suggestions for improving Student Government Day?

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3-28-79

Dear______________________,

The Student Council is organizing Student Government Day for April 26. We are asking for your help and cooperation.

If you are willing to allow a student to observe and assist you for a day, we will appreciate it.

Your responsibilities would include sharing information about your job and allowing the student to participate in some of your responsibilities. We want the day to be a pleasant worthwhile experiance for all who participate.

Please return this form to the school registrar by April 2, with your response.

Thank you,
Student Council members
and sponsors

☐ I will participate

Signed______________________

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ANNOUNCING: STUDENT GOVERNMENT DAY

DATE ____________________

What is Student Government Day?

This is a day when students are chosen to work with the staff members of our school.

Each participating staff member has one student who observes, interviews and works with him or her.

Why have Student Government Day?

It gives students the opportunity to learn more about various jobs and to know why each job is important to the operation of our school.

The day allows many students a chance to demonstrate leadership abilities.

What job opportunities will be available to students on this special day?

The positions that are open are posted in the hallway by the main school office.

How will students be chosen to participate?

Students wishing to fill one of the positions must complete an application blank. The application must be turned in by ___________.

A committee will read all applications received by the deadline. Those students that demonstrate they are well-qualified for a particular position will be called in for an interview.

After all interviews are completed, an announcement will be made as to who will fill each position.

How can interested students receive application forms?

Applications may be obtained from the main office.

How do I complete the application?

1. Use legible handwriting.
2. Fill in all the blanks.
3. Give thought to your reason for wanting the position.
4. Be sure to have three adults sign your application.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Student Communication Groups SUBJECT(S) All School or English/Soc. Studies GRADE LEVEL(S) Junior High-Senior High

Basic Competency, if Applicable:

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Darryl Trantham

C. E. GOALS AND TEACHING POINTS

1.1 The students will be able to develop friendships.

Understanding their friends and being able to relate to them.

Knowing what is really important in dealing with others.

1.2 The students will identify how their personal characteristics affect their relationships with others.

Knowing how their words and actions affect others.

1.3 The students will be able to communicate openly with others.

Telling others more easily what they think and how they feel.

ACTIVITIES AND EVALUATION PROCEDURES

1. Through one of the following methods, determine the six major concerns for either the school or the class.
   Method One: Conduct a poll of teachers and students asking each to list the six major concerns for the school or class.
   Method Two: Using a select group from either the class or the school determine the six major concerns. (Student Government might do.)
2. Establish communication groups using groups made up of students, parents, and teachers.
3. Communication groups function best when each group has appointed facilitators trained in keeping discussions going and on topic. One student and one parent from each group might meet before hand and review basic ground rules. (Sample supplied)
4. Review with all students the basic discussion tactics and need for common rules. Present ground rules for communication groups.
5. Determine a time for groups to meet using one of the following plans:

MATERIALS AND RESOURCES

Chapters on holding Discussions from adapted English Textbooks.

Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, Citation Press: New York 1969

MICA--Metropolitan Inter-Church Agency, This group offers leadership for such communication groups.

Large areas for holding the discussion groups with room to spread out.

Sheets of butcher paper and markers for each group.

NTINUED
reer Education Infusion Strategies

IS Title Student Communication Groups

bmitted by: Darryl Trantham

E. GOALS AND TEACHING POINTS

Knowing what to do when people "bug" them.

Knowing how to deal with criticism.

1.4 The students will know the necessity of being able to function in a variety of situations.

Being more at ease with adults other than their parents.

Knowing how to fit into a variety of groups.

Knowing how to handle pressure from kids their own age.

Standing up for their beliefs and rights.

3.1 Students will be able to make effective decisions.

Knowing how things and ideas that are important to them will affect their decisions.

Identifying possible solutions to problems.

Knowing the steps to effective decision making.

Knowing how to live with the decisio[illegible] they have made when necessary.

ACTIVITIES AND EVALUATION PROCEDURES

Plan One: Set a given number of class sessions to be used for communication groups and assign topics to be discussed during each session.
Plan Two: Set a given date and dates for communication groups to meet and assign topics to be discussed during each session. Example - Monday during hour one--cafeteria problems.

6. Hold Communication Group sessions

7. Meet with group facilitators to see what solutions to concerns have been suggested.

8. Present a written copy of final suggestions to either the entire class or whole school.

9 NOTE: Where at all possible encourage follow-through as an example of positive reinforcement for students in their decision making

continued from column 1 ----

3.2 Students will relate present planning to future outcomes.

Knowing how courses they take now relate to their future plans.

3.3 Students will recognize the need for flexibility in planning.

Knowing when changes should be made in their pla[illegible]

MATERIALS AND RESOURCES

Allowing for flexibility in planning.

Sugessted Ground Rules for Student Communication Groups

1. No yelling
2. No obscenity
3. No personal names
4. Speak only of what you know to be true
5. Allow others to speak
6. Listen to others

Sample suggested Topics for Student Communications Groups

1. Cafeteria problems
2. Hall Passing
3. Student Activities
4. School,Sprit
5. Discipline
6. Academic Achievement

CAREER DAY AS A PART OF SPIRIT WEEK

This can be a culminating activity for a successful inter-disciplinary focus on career education during the school year. The students have a wide variety of occupational information and this gives them a chance to use their knowledge.

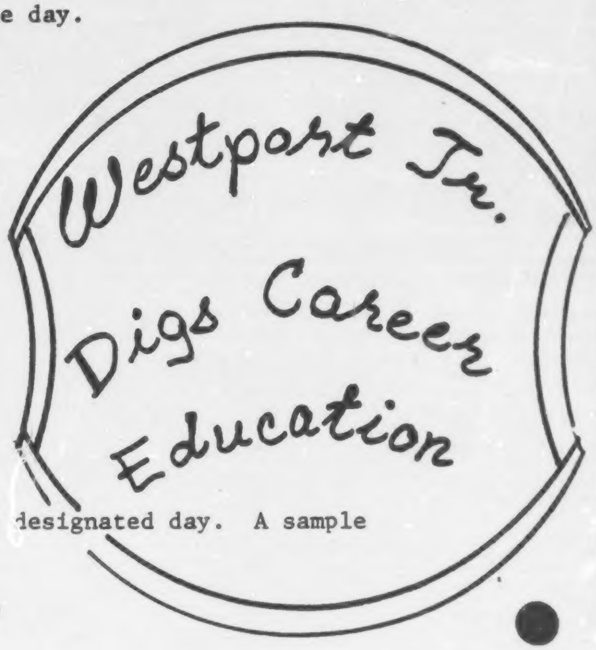
PLANNING STEPS:

1. Establish one day during Spirit Week as "Career Day". Allow enough advance notice so that students will have time to collect costumes to represent their occupational choices for the day.

2. Decide who will be responsible for planning and coordinating the day's activities. Organize a committee representing students and staff to plan and coordinate the day.

3. Plan and publicize scheduled events for the day.

4. Ditto pin on badges so that each student will have one on Career Day. Use heavy weight paper for the badges, if possible. Allow space for the student to write the name of the career he represents on the badge. Distribute these badges at the beginning of Career Day.



5. Present a Career Day assembly early on the designated day. A sample assembly script is attached.

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6. At the end of the assembly, have those students remain who wish to participate in the costume judging. Have the contestants line up across the stage and assign each a judging number.

7. Have eight judges write the numbers for their first, second and third choices for students who have creatively and accurately protrayed their career choice.

8. Following the judging, give each student an interview evaluation form. (sample follows) Have the students pair off and interview one another about the selected career. At the end of the interview, have each student take the answered form representing his career choice. The student must then find a person in the community who has that job and fill out the interview form on the back of his own.

9. Announce the winners of the contest during the afternoon announcements.

10. Award prizes at the end of the spirit week.

FINDING OUT ABOUT JOBS BY INTERVIEW

CAREER DAY

Person interviewed______________________________ Occupation____________________

1. What is your present position?____

2. How long have you held your position?_____________________________________

3. What are the duties of your job?____

____

4. What is the average annual income for people in your career____________?

What is the top income expected_______________________________?

5. What will be the need for a person in this career 25 years from now?_____

____

____

6. Education required for this job?____

____

Grade School__________________ High School____________________

Vocation Trg.__________________ College________________________

Graduate School____

7. What do you like most about your career?___________________________________

____

____

8. What do you like the least about your career?______________________________

____

____

9. Student evaluation of this career: (List your feelings about this career)

____

____

____

CAREER EDUCATION ASSEMBLY

CAST: narrator 1 — Master of Ceremonies
narrator 2

1st speaker
2nd speaker
3rd speaker
4th speaker

STAGE CREW:
Stage
Lights
Projector

STAGE SET:
Banner 1.
2.

Master of Ceremonies:

Today is Career Education Day and we hope all of you have been thinking about your future life when you leave school and have to provide for your own needs.

We want to help you use your next 4 or 5 years of school in such a way that you can start setting goals for after Graduation. Listen carefully to the voices that follow. They have a message for you.

NARRATOR 1: WHAT IS CAREER EDUCATION?

VOICE 1: It's a job with a future.

VOICE 2: It's where you want to buy a house.

VOICE 3. It's who you will marry and the size family you can afford.

VOICE 4: It's the books you will read and the values you will live by.

ALL VOICES TOGETHER: CAREER EDUCATION IS A WAY OF LIFE!

NARRATOR: Where can you learn career education skills?

VOICE 1: In English. It teaches you why you need to learn to read and write.

VOICE 2: In Math. It teaches you why numbers and problem solutions are necessary.

VOICE 3: In Science. You can learn to think through problems using the scientific method.

VOICE 4: In Social Studies. You can learn where you fit in the world of people, past and present.

ALL: In Art, Music, and physical education. All school subjects teach us about the world of work that follows our years in school.

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NARRATOR 1: WHO NEEDS CAREER EDUCATION?

VOICE 1: Boys need it.

VOICE 2: Girls need it.

VOICE 3: Teachers need it.

VOICE 4: Principals and Counselors need it.

ALL: We all need it.

NARRATOR 2:

Our Social Studies classes in room 204 have made many career explorations this year. We have seen films, made trips, invited in guests, interviewed workers on the job and discovered that Social Studies gives us many skills we will need the rest of our lives. As we made some of our explorations we kept a record on film. We would like to share some of the high points of the year with you now. As you watch our pictures please imagine you were with us on our trips, listening to career speakers, interviewing workers and we believe you will want to set some goals for your future just as we have.

SHOW FILM.....NARRATOR WILL EXPLAIN THE PICTURES, SPECIAL SCRIPT

NARRATOR 2:

We are glad you found our pictures interesting and that you, both teachers and students will begin to think careers. Don't be confused about the word career. It doesn't mean just jobs...it means giving our studies some meaning. It makes school a valuable and interesting place to be.

MASTER OF CEREMONIES:

We are very happy to have Kansas City's E.S.A.A. Pilot Career Coordinator with us today. Mr. Jim Crain is a pioneer in Career Education for our school district. He and his co-workers have developed a career center. Teachers can go to this center to make projects and learn how to put career education in every lesson. Several of our classmates have had an opportunity to visit the center and be on career panels for teachers workshops. We know what we are talking about and Mr. Crain helped us learn the information. Please welcome Mr. Jim Crain to Westport Jr.

Jim - Comments/show film "Eye of the Storm"

NARRATOR 1:

Thank you Mr. Crain. We appreciate your taking time from your busy schedule to be with us today.

MASTER OF CEREMONIES:

Teachers, Students, Principals. Let's all get on the Career Education Band Wagon. It gives us a look at the future and helps us prepare to take our place there.

LET'S HEAR IT FOR CAREER EDUCATION!!
(Cast comes out and cheers.)

Now Mr. Brown will close our assembly. Mr. Brown.

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER EMPHASIS DAY (Bingham, Jr.) **SUBJECT(S)** All School **GRADE LEVEL(S)** Junior High

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**
☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Darryl Trantham

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
NOTE: Due to the nature of a day such as this, the C.E. Goal is subject to change with the activity planned by the individual teacher.	1. A day selected as "Career Emphasis Day". 2. At a staff meeting agree that in every classroom there will be an effort made to relate the teaching goals for the day to career education. 3. Activities for"Career Emphasis Day": A. Bulletin boards B. Guest Speakers C. Films D. Special Content lessons NOTE: Give each teacher two weeks before, a special lesson plan sheet to use for coordinator that day. 4. Coordination - The building Career Ed. coordinator works with teachers to assist any way that will help make the day a success. 5. Evaluation - Students discuss their experiences of the day in Social Studies classes, to give feedback. The staff discusses and evaluates at the next staff meeting.	A staff representative to organize and promote the day.

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMMUNITY RESOURCES SUBJECT(S) ALL GRADE LEVEL(S) 7-9

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Marie Hajieck, Librarian

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
Community and school will cooperatively address educational needs of students.	School librarian invites representatives of various companies to set up display areas and demonstrate educational resources provided by their companies. Invite teachers to come to Resource Center during their planning periods to look over the materials and see demonstrations of their use. Companies provide hand-outs and ideas that can be useful in many classroom teaching situations.	Personnel available for classroom lessons from the following companies: Dairy Council Southwestern Bell American Red Cross K.C. Power & Light Bulletin boards, posters, and display materials available from companies by request Computer game boards available from S. W. Bell Application blanks available on request from many companies.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER FAIR (Nowlin Junior High) SUBJECT(S) All School GRADE LEVEL(S) 8 - 9

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Dorothy Newman

C. E. GOALS AND TEACHING POINTS

3.2 Students will relate present planning to future outcomes.

4.3 Students will know the prerequisites of a variety of occupations.

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will gather information on various local businesses and industry in which they might be interested concerning possible employment.
2. Student will prepare a list of questions to ask these business representatives brought to the school for Career Day.

   Questions Concerning:
   safety
   hours worked-overtime
   fringe benefits
   chance for promotion
   location
   working conditions
   pay scale

   Bulletin Boards & Posters
   make up to show various
   jobs and occupations

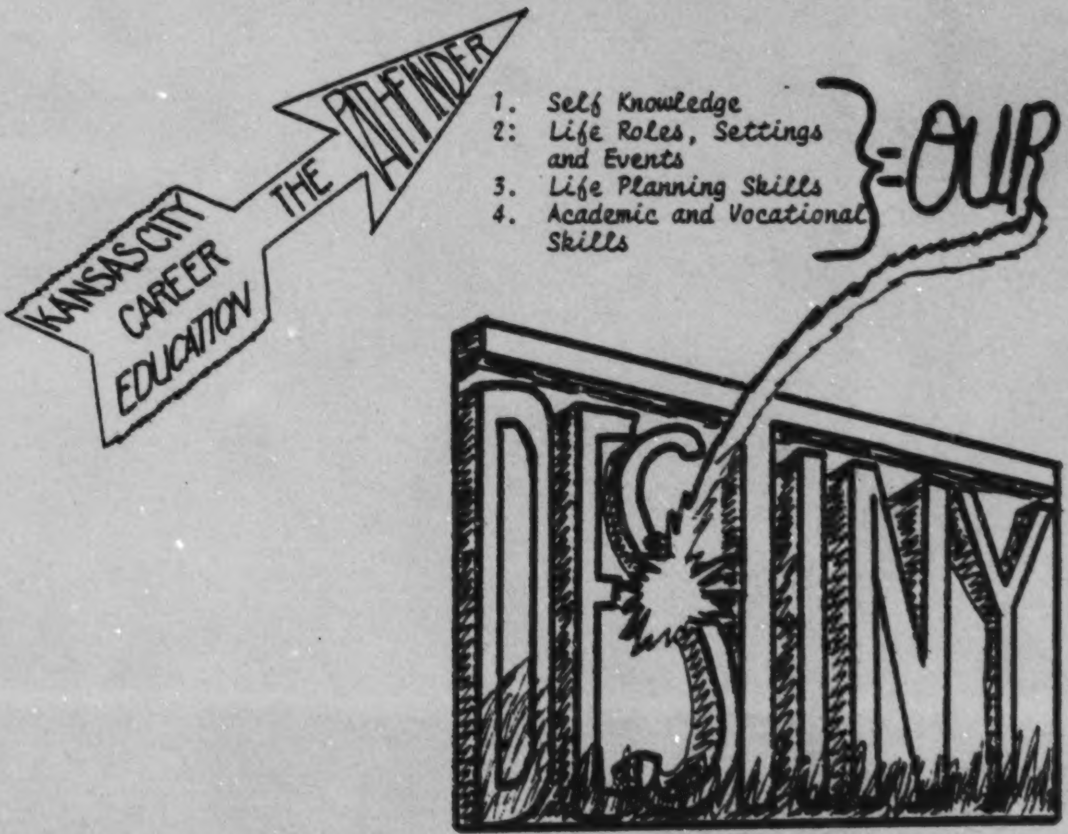
3. A Career Day will be planned bringing into the school as many outside sources as possible (25-35) to further stimulate student interest.
4. Plan a field trip to one or more places relevant to chosen area of endeavor.

MATERIALS AND RESOURCES

1. Utilize local newspapers, yellow pages, magazines
2. Teacher will select visuals pertaining to their particular area of study from library or career resource center.
3. Planning with Urban League Chamber of Commerce, School. P.T.S.A. and advisory committee.

Career Education

INFUSION STRATEGIES
CORE SUBJECTS


KANSAS CITY CAREER EDUCATION
THE PATHFINDER
1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills
= OUR
DESTINY

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE ULYSSES S. GRANT vs ROBERT E. LEE SUBJECT(S) Social Studies GRADE LEVEL(S) 7

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Barbara Richardson

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs of society	1. Students will read content materials related to the Civil War (Grant and Lee).	Adopted and supplementary social studies materials and textbooks.
understand how each occupations relates to other occupations	2. Mock interview with Lee and Grant to find out why each thought he would win the war.	Film and filmstrips: "Scholastic Series"
3.1 Students will be able to make effective decisions.	3. Chart comparing Lee and Grant. a. education b. military background c. philosophy	
knowing how things and ideas that are important to them will affect their decisions	4. Fill out an application for any desired position for the Union or Confederate Army.	
4.4 Students will demonstrate an ability in pre-employment skills.		
knowing how to apply for a job		
knowing the requirements of a successful job interview		

Grant vs Lee

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE PREPARING AND PLANNING FOR THE CIVIL WAR SUBJECT(S) Social Studies GRADE LEVEL(S) 7

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Barbara Richardson

C. E. GOALS AND TEACHING POINTS

3.1 Students will be able to make effective decisions.

knowing how things and ideas that are important to them will affect their decisions

identifying possible solutions to problems

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will read content material on Civil War.
2. List social changes leading to war.
3. List advantages of fighting for both North or South.
    - a. weapons
    - b. population
    - c. money
    - d. government, etc.
4. Each student will prepare a written paragraph predicting the outcome of the war, as a result of number 3.

MATERIALS AND RESOURCES

Adopted and supplementary social studies textbooks.

Maps - Union and Confederate States.

Bulletin Boards

Charts on available resources to North and South.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Writing Logs of Job Experiences With Great People SUBJECT(S) Social Studies GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Alma Smith

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.3 Students will be able to communicate openly with others.	Students are to write a log about their experience of working with some great person in history. Example of things to include in the log are descriptions of occupations of the people around the great person, the job they are applying for, places they visited, and any real or imagined happenings.	Encyclopedias and/or American history books and World history books
telling others more easily what they think and how they feel		
2.1 Students will relate occupations to the needs and functions of society.	Students will need to do some research to build historical background for the log they write. Two examples of logs are attached. They deal with the topic "Sailing With Drake". This activity can be written using any famous person in history such as "Soldiering With Washington".	
understanding how each occupation relates to other occupations	It is an excellent opportunity for students to find out about various types of occupations that were necessary in order for certain events in history to take place.	
knowing why individual workers are important to our everyday life	(see attachment)	
knowing how all occupations are important to our community		

(over)

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EIS Title **Writing Logs of Job Experiences with Great People**

ubmitted by: Alma Smith

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.1 Students will be able to function to their capacities in their school subjects. developing effective study skills knowing exactly what is expected of them in class improving their understanding of what they read		

Richard Green
January, 1979

Trading In Africa

September 27, 1584

We have been sailing for months but there is no sight of land anywhere. The men are getting restless, and we are running low on supplies. I dread we will have to turn back even though we have fast ships. It will take us about a week and a half to get back.

October 5, 1584

It is a few days later and we've finally sighted the coast of Africa, and we're heading that way. The men are very happy that we are landing because there are native villages where we can get supplies.

October 21, 1584

We have been traveling inland for weeks. We are completely out of supplies and are eating things found at hand. In two weeks we have lost 32 men and we expect at least a hundred more to die. Drake is starting to come down with slight symptoms of the disease but not serious.

October 25, 1584

We are getting close to a village. I can sense it. Finally I hear faint drum beats that seem to be getting closer every minute. We have hope.

November 1, 1584

We have finally reached the Village, where there is a doctor who knows a cure for the mild jungle disease that Drake has. He did not catch the more serious that can kill. We are trading for the supplies we need.

November 21, 1584

We are setting out for the coast, but it won't take long because we know the way back.

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November 30, 1584

With new supplies we are setting out for England. We did not do the trading we expected to do. But we traveled deeper inland than any man has ever traveled into the dark regions of Africa. Frankly, I am glad it is over.

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CAREER EDUCATION INFUSION STRATEGIES

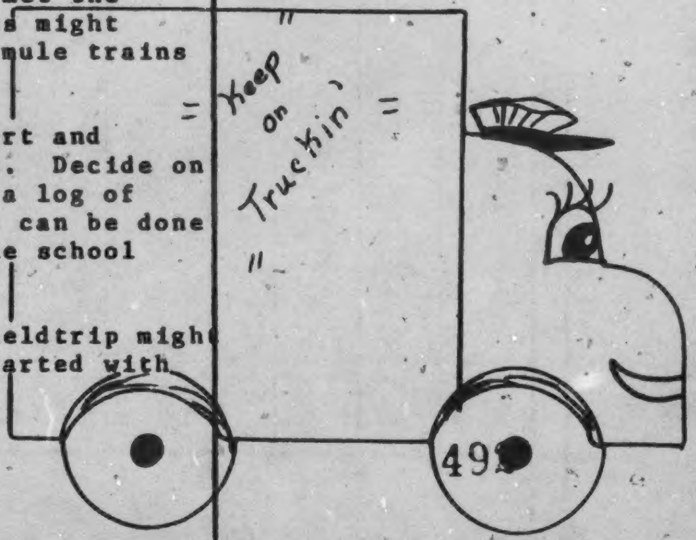
C E I S TITLE KEEP ON TRUCKIN' SUBJECT(S) Social Studies GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. understanding how each occupation relates to other occupations knowing why individual workers are important to our everyday life knowing how all occupations are important to our community 2.4 Students will know the characteristics of various occupations. being able to compare their personal characteristics to the requirements of specific jobs	1. Using the available textbook chapter material have students read about transportation in the United States. 2. Discuss with students the significance of transportation to the United States from the basic needs point of view. (Food, Clothing and Shelter) 3. Examine some of the historic aspects of transportation and how they too met the basic needs of mankind. Examples might include river-boats, log rafts, mule trains and transcontinental railroad. 4. Issue the "Keep on Truckin'" chart and discuss the sample with students. Decide on a due date. The chart is to be a log of students actual observations and can be done during a class period outside the school building. NOTE: If possible, a walking fieldtrip might be taken to help students get started with their chart.	1. Classroom set of American History Textbooks. 2. "Keep on Truckin'" chart. (One per student.)



KEEP ON TRUCKIN'

TYPE OF TRUCK OR VEHICLE	COMPANY REPRESENTED	NEED	AREA
4 wheel - flatbed	Sharp Lumber Co.	shelter	local

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE HOW YOU EARN YOUR PAY SUBJECT(S) Social Studies GRADE LEVEL(S) 8th

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf - Norma Trantham

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. understanding advantages and disadvantages of different jobs	Students will become familiar with the various ways of earning money by completing the attached sheet called "How You Earn Your Pay". (see attachment)	Individual student copies of the study sheet entitled "How You Earn Your Pay"
2.4 Students will know the characteristics of various occupations. knowing where to get information about jobs	This activity can be used in conjunction with a variety of social studies topics such as the industrial revolution, study of labor unions, types of jobs, etc. The activity is an excellent opportunity to get students to think about characteristics of various jobs and how different workers receive their pay.	

HOW YOU EARN YOUR PAY

NEW WORDS:

piece work	hourly/weekly wage	salaried work

1. PIECE WORK:

You may have a job where your pay depends upon the amount of work you do. The more you do, the more you will be paid. The less you do, the less you will be paid. You are paid for the exact number of pieces you turn out. For example, suppose you have to paste wigs on dolls' heads, and you are paid 7¢ for each pasted wig. If you do 200 by the end of your day, you will earn $14.00 for that day. Your boss or employer will call this kind of work piecework.

2. HOURLY/WEEKLY WAGE:

There are other ways to be paid for work done. Another way for your employer to pay you is to give you a certain amount of money for each hour that you work. This is known as being paid by the hour or getting an hourly wage. On some jobs, you may work a different number of hours on certain days. You may have to report and leave earlier or later on some days. It doesn't always happen that every day is exactly the same. A lot depends upon the kind of work you do. For example, you may be a busboy or countergirl, and you have aggreed to work for $1.60 an hour. Your employer wants you to work seven hours for

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for five days a week. You will then be working 35 hours at $1.60 for each hour. You will make $56.00 for 35 hours.

Then you might have a job where you are told that your weekly wage is a certain amount for which you will have to work a fixed number of hours. You will be paid by the week. For example, you may be a helper in a laundry and be told that your working hours every day are from 8:00 a.m. to 5:00 p.m. with an hour off for lunch. Your lunch hour would be from 12:00 noon to 1:00 p.m. Your weekly wage would be $64.00 The 40-hour week does not include the hours you have off for lunch.

3. SALARIED WORK:

A salaried person is one who is paid to do a job such as manage a hotel, design cars, teach children, defend people in court or cure illnesses. All of these people are expected to do the job no matter how long it takes. This means they may work long hours some days and short hours other days. They do not have a boss watching them constantly. How efficiently they do their job determines if they get to keep it.

- -

Show you understand what you just read by answering the following:

1. Explain what is meant by getting paid by the amount of piecework done.

2. Explain what is meant by being paid by the hour.

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3. Explain what is meant by being paid by the week.

4. If you were paid $59.00 a week and had to work 37 hours, how much would you earn in one hour?

5. Explain what a salaried person is.

6. If you sewed 100 sleeves in one day and you were given 12¢ for each sleeve, how much would you earn for that day?

7. Write the new words below in your best handwriting.

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE STRUCTURING TIME SUBJECT(S) Social Studies GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf - D. Trantham

C. E. GOALS AND TEACHING POINTS

2.3 Students will be able to identify the function of leisure time in their lives.

knowing the value and benefits of leisure time

3.3 Students will recognize the need for flexibility in planning.

knowing when changes should be made in their plans

allowing for flexibility in planning

3.4 Students will assume the responsibility for their planning.

taking action on plans which will help them reach their goals

4.1 Students will be able to function to their capabilities in their school subjects

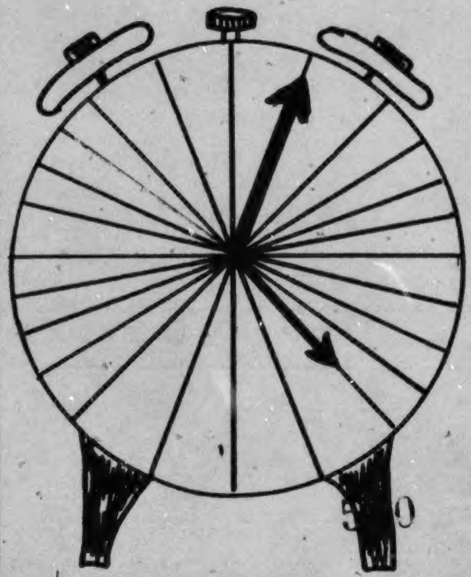
ACTIVITIES AND EVALUATION PROCEDURES

1. Hand out "Structuring Time" worksheet. Remind students of 24 hours in a day.
2. Allow ten (10) minutes for Part A. (questions 1 - 10)
3. Have students color the 24 hour clock. Part B. for a visual comparison of time spent.
4. Students good in math skills might want to figure percentages of time spent in each of the ten activities.
5. Allow 5 minutes at end of lesson to examine where they might wish to make changes.
6. Offer second copy of "Structuring Time" worksheet to make desired changes.

NOTE: The finished clock faces make nice bulletin board material.

MATERIALS AND RESOURCES

1. Copies of "Structuring Time" worksheet. 2 copies per student



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EIS Title STRUCTURING TIME

ubmitted by: Shirley Schaaf - D. Trantham

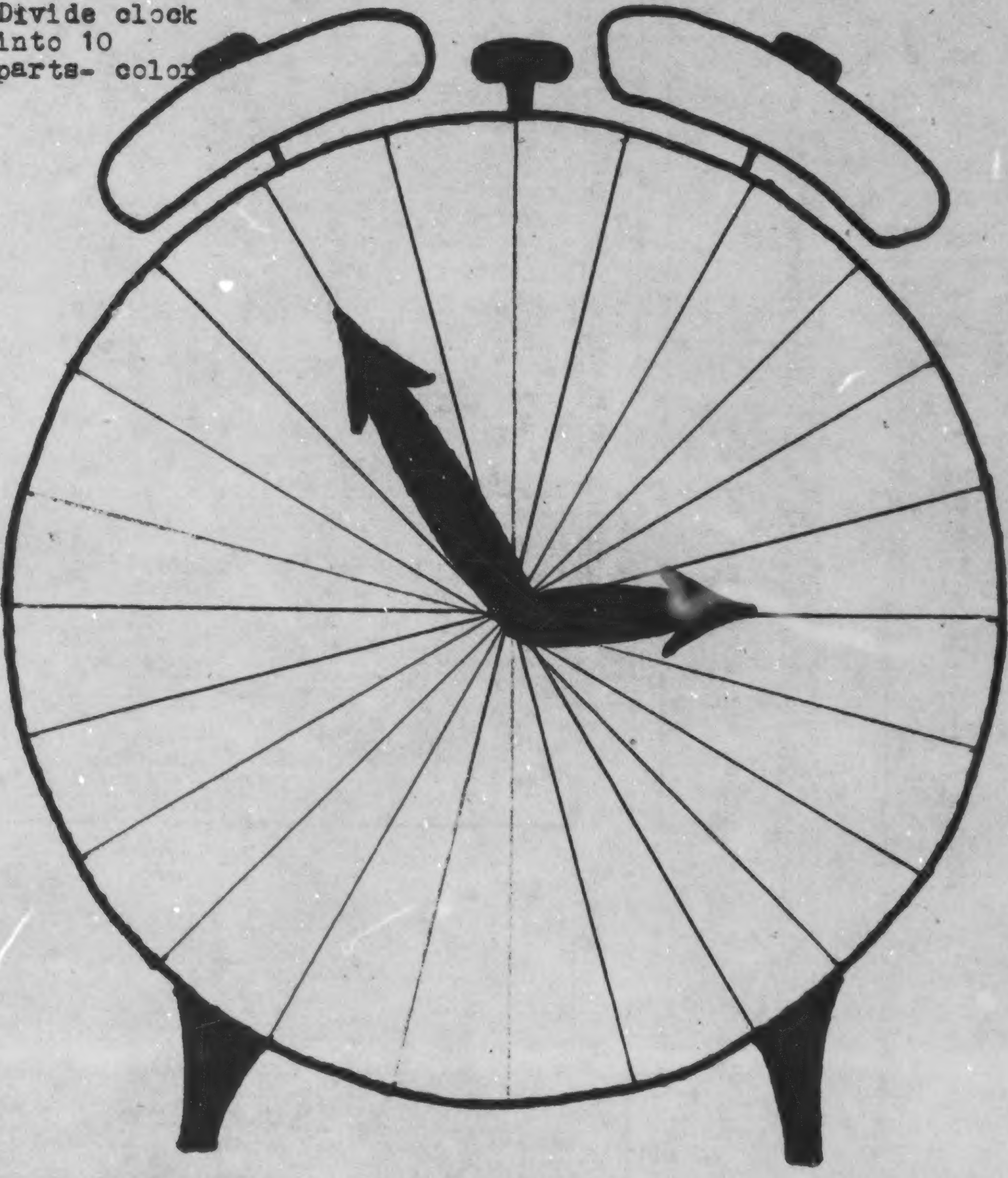
.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
developing effective study skills 4.2 Students will be able to apply basic academic skills to daily living tasks. knowing how to budget time and money for leisure activities		

STRUCTURING TIME

Part A: Estimate how many hours you spend in a typical day:

1. sleeping? __________
2. working? ___________
3. studying? __________
4. reading? ___________
5. watching T.V.?______
6. talking to friends? _______
7. talking with family? _____
8. playing sports? ___________
9. talking with teachers? ___
10. day dreaming? ____________

Part B: Divide clock
into 10
parts- colo



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SERVICE JOBS SUBJECT(S) Social Studies GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations. being more at ease with adults other than their parents 2.1 Students will relate occupations to the needs and functions of society. understanding how each occupation relates to other occupations. knowing why individual workers are important to our everyday life knowing how all occupations are important to our community understanding advantages and disadvantages of different jobs	1. Announce to students that for the day you are going to look at Service Jobs. 2. Distribute the worksheet "Service Jobs" one per student. 3. Allow students time to read the selection and time to answer all questions. This can be done in about twenty (20) minutes. 4. Be certain to go over questions orally with the class. Some questions may need to be listed on the board. 5. For further study a class collage of service workers in the shape of a service worker may be constructed by the class.	1. Copies of "Service Jobs" worksheet - one per student

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EIS Title SERVICE JOBS

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.4 Students will know the characteristics of various occupations. being able to compare their personal characteristics to the requirements of specific jobs 4.3 Students will know the prerequisites of a variety of occupations. knowing the amount of education needed for various occupations knowing the special abilities necessary in order to enter various occupations		

SERVICE JOBS

Service jobs are jobs that depend on doing things for people that we call the public. Jobs in which workers meet the public, to serve it in some way, are usually called service jobs. Not everyone is suitable for a job where he has to meet the public. Also, some workers prefer to work alone. Other workers do not want service jobs because they may have to work on Sundays or some holidays. Can you thing of any other reasons?

1.

2.

If you like to be of service to people, then you should try a service job. Such a job may be just right for you. Some examples of service jobs are waiter, waitress, salesgirl, service station attendant, nurse, checker, taxi driver, deliveryman, beauty-operator, and teacher.

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SERVICE JOBS

One of the ways to be successful at a service job is to be willing to please the people whom you serve. A nice smile and good manners help you please the people you meet on a service job.

Questions to help you understand:

1. What is a service job?

2. How would you explain what is meant by meeting the public?

3. Pick out the service jobs listed in this lesson which have to do with food and write them below.

4. Pick out the service jobs listed in this lesson which have to do with cars or busses and write them on the line below.

5. Can you name some service jobs which are not listed in this lesson?

6. What kinds of service workers have done things for you? Explain where they did it. Example: waiter in a restaurant.

7. If you had a service job, what rules would you set for yourself?

8. What kind of service job people can you remember and what rules did they follow?

9. Have you ever seen a service worker who was not kind and helpful? Tell about it. Should they find another job? Why?

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE ASSEMBLY LINE VS. ONE-MAN PRODUCTION SUBJECT(S) Social Studies GRADE LEVEL(S) 8th

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations.	Students will investigate the use of mass production and compare the efficiency of the assembly line to one-man production. A suggested activity to carry out the idea follows:	ingredients for tacos 2 electric skillets 2 stop watches lots of paper towels
knowing how to fit into a variety of groups	1. Select two groups of twelve students each. All extra students will act as judges or timers.	
2.1 Students will relate occupations to the needs and functions of society.	2. One group will form a taco-making team and set up an assembly line to make 48 tacos.	
understanding how each occupation relates to other occupations	3. The second group will work individually to make four tacos each. Each taco must be made from beginning to end with the ingredients available to all members of the group.	
knowing why individual workers are important to our everyday life		
3.4 Students will assume the responsibility for their planning.	4. Student judges will observe to see that all tacos are complete with all ingredients included.	
taking action toward solving problems	5. Student timers will be assigned to each group to keep track of the amount of time spent in completing the 48 tacos.	

CONTINUED
Career Education Infusion Strategies

CEIS Title ASSEMBLY LINE VS. ONE-MAN PRODUCTION

Submitted by: Shirley Schaaf.

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	6. Students will eat tacos or sell to other classes for a price. 7. For evaluation purposes, students will discuss which method was best in terms of speed and uniformity of the product.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE AUTHOR BIAS IN WRITING HISTORY SUBJECT(S) Social Studies GRADE LEVEL(S) 8th

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.1 Students will be able to make effective decisions. knowing the steps to effective decision making 4.1 Students will be able to function to their capacities in their school subjects. improving their understanding of what they read	1. Assign a controversial historical subject such as Watergate, slavery, abolition, capital punishment, etc. for the students to research. 2. Have the students choose at least four sources and compare the way the subject is treated by each author or assign four author's treatment of the subject. The second assignment will require the teacher to prepare a sheet that has four different authors views of the subject for each subject assigned. 3. Have the students write a short report comparing each author's treatment of the subject and have them grade each author for objectivity. 4. Prepare students to be ready to debate their findings.	reference books, periodicals or other books in the library duplicate copies of four author's treatment of the subject if the teacher does the basic research rather than the students.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE OCCUPATION BOOK OUTLINE SUBJECT(S) Social Studies GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with other.

being able to talk with teachers and parents openly

1.2 Students will know the necessity of being able to function in a variety of situations.

being more at ease with adults other than their parents

2.1 Students will relate occupations to the needs and functions of society.

understanding how each occupation relates to other occupations

knowing how all occupations are important to our community

ACTIVITIES AND EVALUATION PROCEDURES

1. Introduce to students the "Occupation Book". Stress that from such a project the students will become very familiar with a given occupation. Therefore, a choice should be made with a good deal of thought.
2. Have students read silently part B. Allow 10 minutes for this silent reading. Call for questions.
3. Direct attention to part C. Call for a volunteer to read requirements for E, S, and M.
4. Assign the due dates.

MATERIALS AND RESOURCES

"Occupation Book Outline"
1 per student

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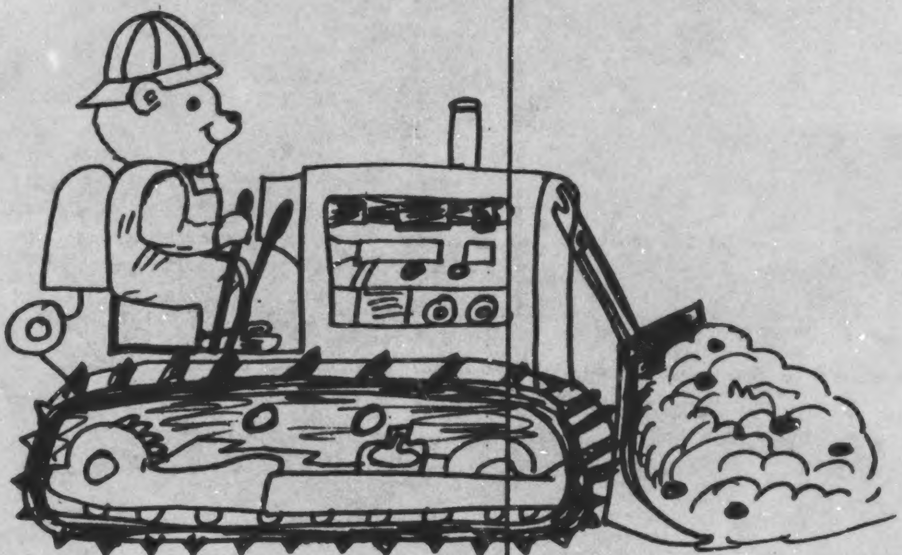
EIS Title OCCUPATION BOOK OUTLINE

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
understanding advantages and disadvantages of different jobs 2.4 Students will know the characteristics of various occupations. knowing how much different jobs pay being able to compare their personal characteristics to the requirements of specific jobs 3.2 Students will relate present planning to future outcomes. knowing how present aptitudes and interests relate to their plans for the future knowing how courses they take now relate to their future plans developing personal goals for the future 3.4 Students will assume the responsibility for their planning. taking action on plans which will help them reach their goals 4.1 Students will be able to function to their capacities in their school subjects. knowing exactly what is expected of them in class		

CONTINUED
Career Education Infusion Strategies

CEIS Title OCCUPATION BOOK OUTLINE

Submitted by: Shirley Schaaf

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.2 Students will know the prerequisites of a variety of occupations. knowing the amount of education needed for various occupations being aware of occupational training abailable in their high interest areas		

OCCUPATION BOOK OUTLINE
(CONTRACT FORM)

A. Choose an occupation that interests you.

B. Write an Occupation Book about the occupation you choose by completing the descriptions of the occupation that are listed below.

1. Tell about what kind of work you do in this occupation.
2. Tell about what you will earn in this occupation and what advances you can make.
3. Give a history of the occupation. Is it a new occupation or has it been around a long time.
4. What are the working conditions? Tell about where you work, in an office, out of doors, in a factory, etc.
5. What are the work hours? Tell what the usual hours are for your occupation.
6. What kind of ability is required? Tell what you should study in school for this occupation.
7. Tell about the kind of temperament required. Do you have the right personality for this job?
8. What education or special training does this occupation require?
9. What finances are required before you can earn? Are any tools special office or factory equipment required?
10. Tell about financial aid you can get in learning this occupation. Is there any way you could get a scholarship?
11. What are the attractive things about the job? Tell all the good things.
12. What are the disadvantages of the occupation? Tell all of the bad things.
13. Tell about the outlook for the future. Is it a dead end or what will it lead to?
14. Do you have to have a license, join a union, belong to a special organization?
15. What are suggested courses you can take in high school for your occupations?

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16. What are some suggested activities in high school that will help you in your occupation?

17. How will you find a job and enter the occupation?

18. Where can you get free information about the occupation?

19. Find pictures showing people doing the job you have chosen.

C. To earn these grades you should do the following things.

"E"

To earn an "E" you must have covered all the above subjects in your report. It must be very neat and carefully thought out. You must have at least 5 good pictures or folders telling about your occupation. You must have written for at least 2 packages of information about your occupation. You must have interviewed at least 2 people, and you must have listed 5 sources for your information. This is called a bibliography, and it comes at the end of your report notebook.

"S"

To earn an "S" you must have covered all the above areas, but you do not have to have as many pictures or folders. You should have evidence of having written one letter for information and have one interview. Only 2 sources will be required in your bibliography.

"M"

To earn an "M" you must have covered all 19 areas in your report and have 2 sources in your bibliography.

NOTE: A lower grade will be given if you have not completed all requirements.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE DISCOVERY OF THE NEW WORLD (Sea Related Occupations) **SUBJECT(S)** Social Studies **GRADE LEVEL(S)** 7

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Barbara Richardson and Nicki Watlington

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and and functions of society.

understanding how each occupation relates to other occupations

knowing why individual workers are important to our everyday life

knowing how all occupations are important to our community

understanding advantages and disadvantages of different jobs

2.4 Students will know the characteristics of various occupations.

knowing where to get information about jobs

being able to compare their perso[illegible] characteristics to the requirements of the job

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will become familiar with specialized vocabulary.
   a. pre test and post test
   b. word search puzzle
   c. bubblegram
   d. matching

   * see attached sheets for examples

2. Students will read content material on discovery and exploration.

3. Students will assume role of ship's captain and make preparations for sea voyage. (1492)

   a. hire crew
   b. determine crew responsibility
   c. determine needed supplies for voyage

4. Same activity as number 3, but in the year 1980.

5. Plan field trip.

Extra Credit

Students assume role of one or more of the ship's crew.
a. List specific duties.

MATERIALS AND RESOURCES

Adopted and supplementary social studies textbooks.

a. Two Centuries of Progress

b. Promise of America volume I

Teacher selected vocabulary

Teacher made bulletin boards

Library

Field Trip (ride down the Missouri River)

CONTINUED
Career Education Infusion Strategies

CEIS Title DISCOVERY OF THE NEW WORLD
(Sea Related Occupations)

Submitted by: Barbara Richardson and Nicki Watlington

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.1 Students will be able to make effective decisions.	b. Organize daily work schedule. c. Compare sea voyage then and now.	
knowing how things and ideas that are important to them will affect their decisions		
identifying possible solutions to problems		
Knowing the steps to effective decision making		
knowing how to live with the decisions they have made when necessary		
3.4 Students will assume the responsibility for their planning.		
taking action on plans which will help them reach their goals		
assuming responsibility for making immediate plans as well as long range plans		
4.1 Students will be able to function to their capacities in their school subjects.		
improving their understanding of what they read		

CONTINUED
Career Education Infusion Strategies

CEIS Title DISCOVERY OF THE NEW WORLD
(Sea Related Occupations)

Submitted by:

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.3 Students will know the prerequisites of a variety of occupations. knowing the special abilities and education necessary in order to enter various occupations		

SEA RELATED OCCUPATIONS

Word Search Puzzle

DIRECTIONS: Circle your vocabulary words. They may be found forward, backward or diagonal. The words are listed below.

R	E	R	O	L	P	X	E	Z	E
R	M	O	N	C	A	R	P	C	O
E	E	S	K	P	N	A	V	I	G
T	N	A	V	I	G	A	T	O	R
N	O	I	C	R	M	T	O	T	E
E	E	L	O	A	K	O	M	E	N
P	G	O	O	T	C	S	G	U	N
R	R	R	K	E	N	C	S	T	U
A	U	P	Z	M	H	E	L	M	G
C	S	A	I	L	M	A	K	E	R
O	H	E	L	M	S	M	A	N	Z

Carpenter

Cook

Explorer

Gunner

Helmsman

Navigator

Pirate

Sailmaker

Sailor

Surgeon

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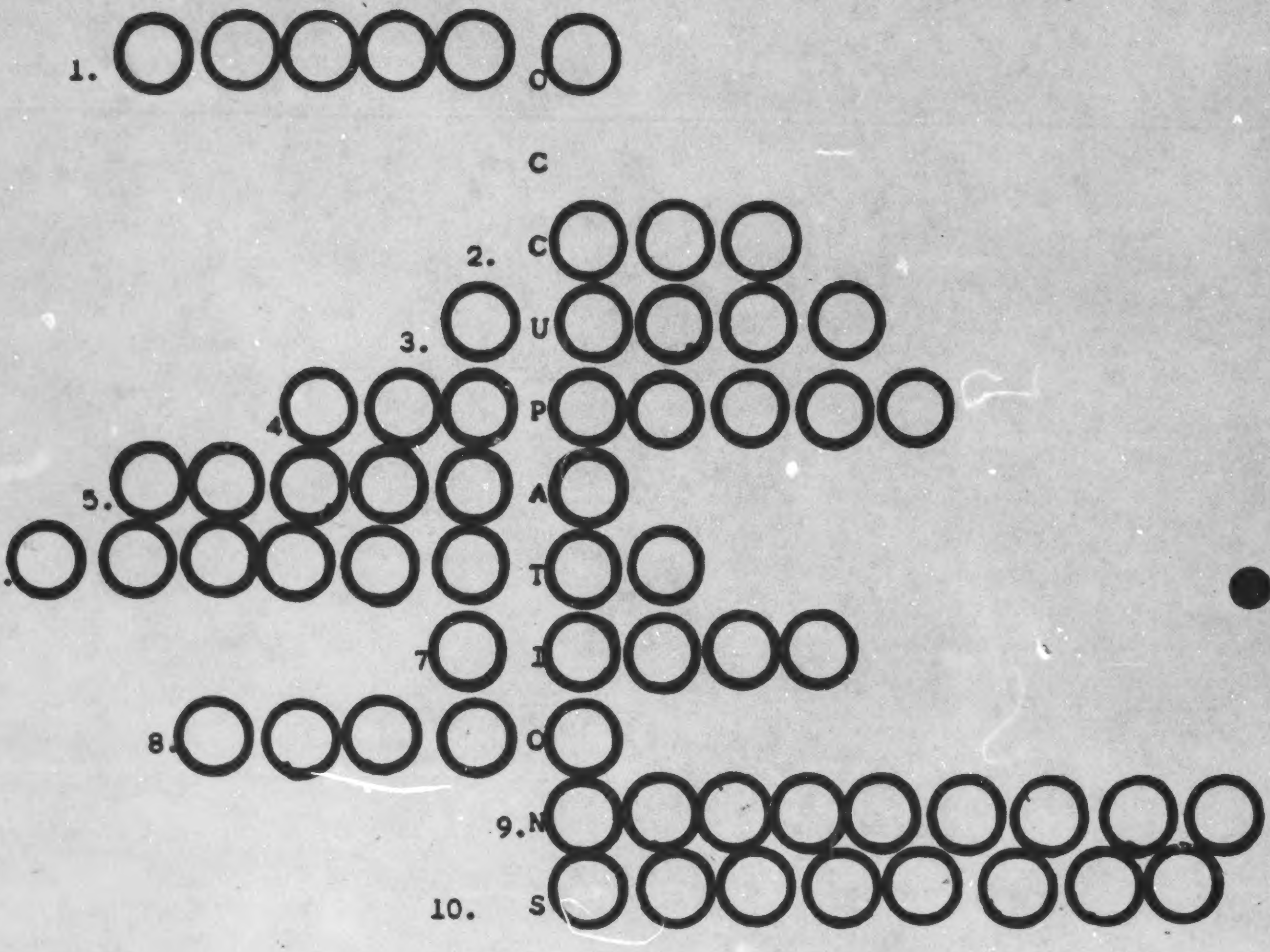
BUBBLEGRAM

Directions:
Fill in the spaces below using your vocabulary words. Use the clues below to help you. Words must be spelled correctly.



Clues:
1. ship's doctor
2. prepares food on ship
3. sailor who aims or fires the cannon
4. one who explores new land
5. one who steers the ship
6. builds or repairs wooden objects
7. one who robs at sea
8. person who works on ship
9. plans the course (route) of a ship
10. repairs the canvas masts (sails)

MATCHING EXERCISE

Directions;
Match the duty listed in column B to its occupation in column A by writing the correct letter in the blank space.

A	B
occupation	duty
_____ explorer	a. plans the route
_____ navigator	b. steers the ship
_____ sailor	c. prepares meals
_____ pirate	d. mends the mast
_____ helmsman	e. fires cannon
_____ cook	f. repairs leaks
_____ surgeon	g. cleans ship
_____ gunner	h. searches for new lands
_____ sailmaker	i. robs at sea
_____ carpenter	j. heals sick

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE WOMEN'S REFORM MOVEMENT SUBJECT(S) Social Studies GRADE LEVEL(S) 7

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Barbara Richardsnn

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with others.

telling others more easily what they think and how they feel

2.1 Students will relate occupations to the needs and functions of society.

understanding how each occupation relates to other occupations

knowing why individual workers are important to our everyday life

knowing how all occupations are important to our community

understanding advantages and disadvantages of different jobs

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will read content material over Reform Movement to discover women's role in the past and present.
2. Students will view the filmstrip "A Nation Conceived and Dedicated". (This is part of the American Adventure Series).
3. Students will prepare a list of famous women of the different reform movements.
4. Students will be prepared to list orally ways women are discriminated against today.
5. Identify individual states and trace the resulting reform movements in that one state.
6. Students can write letters to Local, State and Federal government agencies for information as to current standing on legislation hiring practives.
7. Students can write position papers or give speeches stating reasons why it could help both men and women to extend women's rights.

MATERIALS AND RESOURCES

Adapted Textbook dealing with Women's Reform Movement.

Filmstrip - 'A Nation Conceived and Dedicated'
American Adventure Series

Library or resource literature on related topic.

Promise of American Adventure Series duplicate material.

CEIS Title WOMEN'S REFORM MOVEMENT

Submitted by: Barbara Richardson

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
knowing family expectations of/for them understanding their rights as citizens 2.4 Students will know the characteristics of various occupations. being able to compare their personal characteristics to the requirements of specific jobs 3.3 Students will recognize the need for flexibility in planning. knowing alternatives available to them 4.1 Students will be able to function to their capacities in their school subjects. improving their understanding of what they read	8. Duplicate related pages from " American Adventure Series" one per student.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER JOB REPORT SUBJECT(S) Social Studies GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. knowing why individual workers are important to our everyday life knowing how all occupations are important to our community understanding advantages and disadvantages of different jobs 2.4 Students will know the characteristics of various occupations. knowing what kinds of jobs they can enter when they are 16 knowing how much different jobs pay being able to compare their personal characteristics to the	Start the activity by explaining to the students that as they learn more about different occupations, they can begin to find out which ones hold more interest for them. Remind the students that occupations that look glamorous from the outside may be a disappointment once they get started with it. The worksheet "Career Job Report" (see attachment) is designed to allow each student to look at a given occupation in depth. They are to choose the occupation they want to know more about and find the information called for. The students must be allowed a given amount of time to find the information. Once the information is collected, the students can share their findings in class. This activity is an excellent opportunity to lead into a class discussion on advantages and disadvantages of certain occupations.	Enough copies of "Career Log Report" for each student in class

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EIS Title CAREER JOB REPORT

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
requirements of specific jobs knowing where to get information about jobs		

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CAREER JOB REPORT

DIRECTIONS: Select an occupation that interests you. Find out the information that is asked about this occupation below.

NAME OF JOB ______________________________

1. What kind of work is done by a person on this job? ______________

____

2. What qualifications should you have for this job? ______________

____

3. What pay can you expect for this job? (You may wish to check the Occupational Handbook) ______________

4. What hours will you have to work on this job? ______________

Can you work at it part time while still in school? ______________

5. What are the extras (fringe benefits) you can expect on this job?

____

____

6. Where do people who do this job work? ______________

____

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7. Where can you learn how to perform this kind of job?____________

____

8. What other jobs are related to this kind of work?____________

____

9. Does the job have a future or is it a dead end?____________

____

10. What do you personally think of this kind of work?____________

____

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE IS IT REALLY LUCK? SUBJECT(S) Social Studies GRADE LEVEL(S) 7 - 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Karen Waterston

C. E. GOALS AND TEACHING POINTS

1.2 Students will know the necessity of being able to function in a variety of situations

standing up for their beliefs and rights

2.2 Students will know the interrelationship of their role as workers, family members and citizens.

understanding their rights as citizens

3.1 Students will be able to make effective decisions.

identifying possible solutions to problems

4.4 Students will demonstrate an ability in pre-employment skills.

knowing how to look for a job

knowing what habits and attitudes employers like

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will read content material in Let Freedom Ring Problem Solving Booklet "Is it really luck?", Angie gets a job" and "The Inheritance". Page 19-22.
2. Class discussion over priorities as presented in the content material.
3. Sample discussion questions should bring out the carelessness and lack of responsibility of the young man. Questions should lead to a discussion of job responsibility.
4. Arrive at a class definition of job responsibility.
5. Students will have an awareness of money decisions after questions are answered.
6. Students may compare choices as to priorities.

MATERIALS AND RESOURCES

Let Freedom Ring - Problem Solving Work booklets.

(Adapted Text - K.C. School)

(One copy per student)

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE JOBS IN CITY GOVERNMENT SUBJECT(S) Social Studies GRADE LEVEL(S) 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Darryl Trantham and Norma Trantham

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

knowing how all occupations are important to cur community

2.4 Students will know the characteristics of various occupations.

being able to compare their personal characteristics to the requirements of specific jobs

4.3 Students will know the prerequisites of a variety of occupations.

knowing the special abilities necessary in order to enter various occupations

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will read content material on urbanization to discover why growth of cities created a need for new types of city government jobs.

2. Students will become familiar with content area vocabulary along with specialized vocabulary.

Content Vocabulary	Specialized Vocabulary
urban	salaried personnel
rural	hourly personnel
megalopolis	benefits
transportation	elected
suburb	hired
metropolis	physical stress
skyscraper	mental stress
slum	degree
ghetto	diploma
architectural change	
tenement	
subway	
community	

3. Students will list and be prepared to discuss problems related to growth of cities and how they were and still are handled by city governments.

MATERIALS AND RESOURCES

Adopted and supplementary social studies textbooks that cover urbanization.

Teacher prepared chart on "City Government Occupations Since 1880".

Guest speaker from personnel department of city government.

Field trip site to one of the divisions of city government.

CONTINUED
Career Education Infusion Strategies

CEIS Title JOBS IN CITY GOVERNMENT

Submitted by: Darryl Trantham and Norma Trantham

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	4. Students will complete chart on "City Governmant Occupation Since 1880". Suggested columns for chart include: Occupation; Skills or Education Required; Kind of Work; Salary or Hourly; Benefits; Elected orhired; Need for the Job Today. 5. Invite guest speaker from personnel department in city government to discuss available jobs, job requirements, benefits, outlook for future jobs and employment. 6. Plan a field trip to any one of the divisions of city government to observe job settings. 7. Distribute municipal job applications in order to discuss the information requested on the form.	

CITY GOVERNMENT OCCUPATIONS SINCE 1880

NAME ______________________________

OCCUPATION	SKILLS OR EDUCATION REQUIRED	KIND OF WORK	SALARY-HOURLY	BENEFITS	ELECTED OR HIRED	CURRENT NEED

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MOCK TRIAL SUBJECT(S) Social Studies GRADE LEVEL(S) 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

understanding how each occupation relates to other occupations

knowing how all occupations are important to our community

2.4 Students will know the characteristics of various occupations.

3.1 Students will be able to make effective decisions.

ACTIVITIES AND EVALUATION PROCEDURES

Create interest in courtroom procedures by briefly describing what activites the class will be doing. An introductory story may be read from a text, newspaper or magazine.

1. Using the democratic process, have the class choose a judge, clerk, bailiff and jury.
2. Divide the remaining class members into two groups.
3. Assign each group of students to make up a crime that has been committed. The teacher may wish to assign a crime situation.
4. Each small group then chooses the defendent, victim, defense attorney, prosecuting attorney and the trial witnesses.
5. After studying trial procedure (from a text or teacher prepared handout), each group plans and presents its case.
6. The jury then announces its verdicts and the judges pass final sentences.

At the conclusion of the trials, have each student describe how it felt to be in the role he or she portrayed.
After having done this activity, the classroom teacher may decide to use this procedure as a method for dealing with class discipline situations.

MATERIALS AND RESOURCES

Resource speakers:
Public defender
Common Cause
Judge
Others who are a part of the courtroom

Fieldtrip to a courtroom

"Opportunities In Law"
Tapes Unlimited, Gordon Flesch Company, 1970

OPPORTUNITIES IN A LAW CAREER, Sheldon Elliott
Vocational Guidance Manuals, New York, N.Y.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMMUNITY WORKERS SUBJECT(S) Social Studies GRADE LEVEL(S) 8th

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs functions of society.	1. Work with the class and come up with understandable definitions for: a. skilled workers b. unskilled workers c. semi-skilled workers	Enough copies of "Community Workers" for each student in class
understanding how each occupation relates to other occupations	2. Put definitions on the board	
knowing why individual workers are important to our everyday life	3. Distribute to students copies of "Community Workers".	
knowing how all occupations are important to our community	4. Allow sufficient working time for all students to complete the list and final questions.	
understanding advantages and disadvantages of different jobs	5. Share with each other the list. A combined list may be placed on the chalk board for all to see.	
2.4 Students will know the characteristics of various occupations.	6. Call for answers and reasons as to value of firemen over policemen.	
being able to compare their personal characteristics to the requirements of specific jobs		

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EIS Title COMMUNITY WORKERS

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.3 Students will know the prerequisites of a variety of occupations. knowing the amount of education needed for various occupations knowing the special abilities necessary in order to enter various occupations		

COMMUNITY WORKERS

Many people are needed to work for your community. Without the work they do you could not live in a clean, safe and well-run community. Some workers are skilled. Others are semiskilled, and still others are unskilled.

Make a list of people who work in your community. In the first column write the name of the job and in the second column write if it is skilled, unskilled or semi-skilled

COMMUNITY JOB	TYPE OF LABOR

1. From where does the money to pay community workers come?

   ____

2. Do you think firemen are more valuable than policemen?______

   Which should be paid the most?________________ Why?______

   ____

3. Why must we have garbage collectors?____________________

   Do you think they should be paid well?________ Why or why not?____

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SUMMER JOB SUBJECT(S) Social Studies GRADE LEVEL(S) 7 and 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: John Klepinger and Darryl Trantham

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function in a variety of situations.

being more at ease with adults other than their parents

2.2 Students will know the interrelationship of their role as workers, family members and citizens.

understanding the importance of work in their lives

4.4 Students will demonstrate an ability in pre-employment skills.

knowing how to apply for a job

knowing the requirements of a successful job interview

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will read the selection "Summer Job".
2. Students will work the worksheet as per instructions in the reading selection.
3. Students will become familiar with the vocabulary needed in the world of work.

Vocabulary:

white collar
blue collar
non-skill
apprentice
journeyman
professional
trade
manual labor
resumé
application
company policy
qualifications
personnel
gate
reference
interview
moonlighting

graveyard
fringe benefits
bonus
wage
salary
raise
cost-of-living
payroll check
employee
employer
boss
foreman
management
bid
union shop
union
closed shop

MATERIALS AND RESOURCES

Check out copies of "Summer Job" from the Career Education Resource Center. (Sample follows.)

Duplicate one per student of the worksheet

Job applications for summer type jobs

Personnel Director of a business that hires youth for the summer

CONTINUED
Career Education Infusion Strategies

CEIS Title SUMMER JOB

Submitted by: John Klepinger and Darryl Trantham

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
knowing how to look for a job knowing what habits and attitudes employers like	time card time clock over-time time and a half double time coffee break 40 hours punch-in, time in shift work open shop union steward union dues boycott strike workmen's comp. piece work quota 4. The vocabulary study is divided into the following areas: a. Job application vocabulary b. Employee management vocabulary c. Job related vocabulary d. Classified ads vocabulary e. Organized labor vocabulary 5. As a follow up activity secure copies of job applications. Distribute and discuss using the vocabulary. 6. Invite a Personnel Director as a guest speaker to discuss "Getting a Summer Job". 7. Distribute a second copy of the same worksheet and administer as a matching test.	

SUMMER JOB

By
Darryl Trantham
John Klepinger
The School District of
K.C. Mo.

SUMMER JOB

School was due to be out in just a few short weeks. Roger Brim felt that he could wait no longer in finding that perfect summer job. He made a mental note to pick up the evening paper on the way home from school that afternoon. Roger noted after reading over the Help Wanted section that there were several terms used in which he did not understand their meaning. He decided to keep a list of those terms. How many of the terms do you know?

List One:

1. white collar
2. blue collar
3. non-skill
4. apprentice
5. journeyman
6. professional
7. trade
8. manual labor

The next day after three unsuccessful tries to talk to store managers, Personnel Directors and Office Supervisors, Roger was ready to give up.

One more stop today, Roger said to himself. Westside Tire Trade would be on the way home and a great place to work, he rationalized.

Roger watched the lady sitting behind the impressive desk go about her work. He hoped that his nervousness did not show too much as he filled out the application. I really want this job, he thought to himself.

After a few minutes Mr. Grady stepped to the door and called for Roger to come inside.

Mr. Grady was a stern man, but only in what seemed to be a necessary sort of way, thought Roger. He conducted the interview and then dismissed Roger with his usual business-like approach.

Roger was once again faced with the grim fact that there was so much about landing a job, and just working in general, that he did not know.

"Mr. Grady gave me so many things to think about and so many terms to understand, just to fill out these forms correctly," sighed Roger.

Roger knew he had made a list once before, and it had helped. He would do the same this time with all the new terms used by Mr. Grady.

List Two:

1. resume
2. application
3. company policy
4. qualifications
5. personnel
6. gate
7. reference
8. interview
9. moonlighting

Final school activities were planned for Tuesday. Roger would report to Mr. Grady's office on Wednesday morning at eight o'clock sharp. Roger never suspected that getting this first summer job would mean so much to him. He wondered about the work and whether or not he would let Mr. Grady down, or, for that matter, let himself down.

After only one day, Roger knew he could do his share of the work. He also knew there were some very important terms being used at work, and he had better add them to his list.

List Three:

1. time card
2. time clock

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3. over-time
4. time and a half
5. double time
6. coffee break
7. 40 hours
8. punch-in, time out
9. shift work
10. graveyard
11. fringe benefits
12. bonus
13. wage
14. salary
15. raise
16. cost-of-living
17. payroll check

Cashing that very first payroll check was a moment Roger had waited for, for some time.

"Sure, laughed Roger to himself, "most of this check is spent. But with what experience I'm getting, there can be bigger and better things in the future."

Roger then noted that placed inside his pay envelope was a 'Message to Employees'. He read the notice with interest and added these terms to his list.

List Four:

1. employee
2. employer
3. boss

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4. foreman
5. management
6. bid

June had been a pleasant month, but July had turned off hot and dry. Roger liked his work but was now looking forward to football camp and pre-enrollment activities scheduled for the first week in August. He hadn't really paid much attention to the actual number of days he had worked, but was aware that Jim Ridge, Union Steward, was making special note of the days and hours put in on the job. On the evening of his thirtieth working day Jim stopped by to speak with Roger.

Unions and their role in the working world were something Roger had studied in school. But, this was the real thing.

"No second chances here, or room for mistakes," judged Roger. "I'll keep my paper handy and write down words that I do not understand as I talk with the Union Steward.

When Mr. Ridge left, Roger was surprised to see he had added eleven more terms.

List Five:

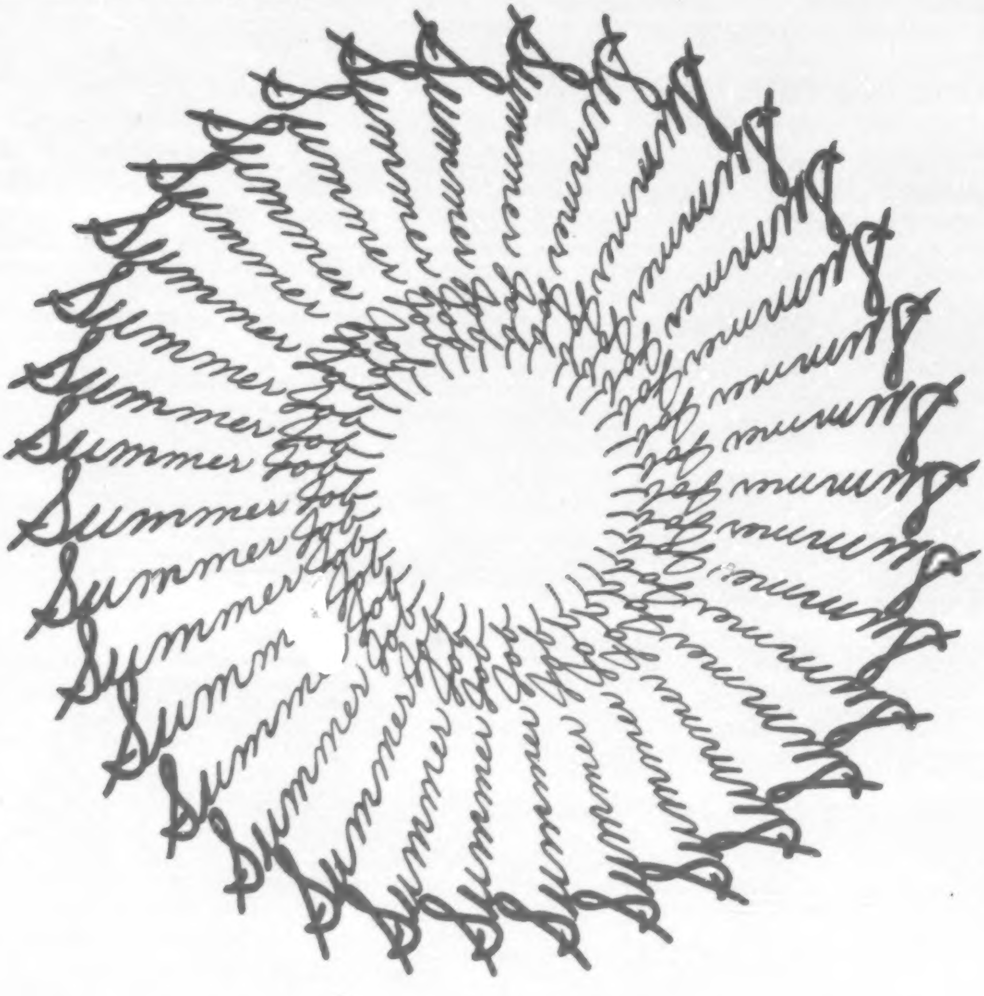
1. union shop
2. union
3. closed shop
4. open shop
5. union steward
6. union dues
7. boycott
8. strike
9. workmen's compensation

10. piece work

11. quota

Roger sat in the bean-bag chair and organized his notebook. Classes would meet for the first time tomorrow. He thought back over the summer and his job, the money in the savings account drawing interest, the new school clothes he had purchased and the notebook that contained the many terms he had come to know.

"This has been a good summer," he stated, "and one I feel I can use somehow the rest of my life."



WORKSHEET:
SUMMER JOB

Student Name________________________

Mark your answers for the terms located in the story Summer Job on this Worksheet. Do NOT mark in the reading packet. Do only one list at a time. When finished with a list return to the reading portion located in the packet.

List ONE:

1. white collar	________	working with one's hands
2. blue collar	________	work requiring a degree or certificate
3. non-skill	________	office job
4. apprentice	________	skilled workman who helps teach apprentices
5. journeyman	________	hard work or factory job
6. professional	________	little knowledge or ability needed
7. trade	________	learning to do a job
8. manual labor	________	a job needing some skill

List TWO:

1. resume	________	face-to-face request for a job
2. application	________	a person who knows how well you work
3. company policy	________	office which hires people
4. qualifications	________	a paper-form asking for a job
5. personnel	________	regulations of the company
6. gate	________	a history of one's previous jobs
7. reference	________	working at a second job
8. interview	________	employees' entrance to work area
9. moonlighting	________	abilities to do a job

List THREE:

1. time card	________	working over 8 hours a day or 40 hours a week
2. time clock	________	double one's regular pay
3. over-time	________	a record of starting and leaving one's job

4.	time and a half	________	regular pay plus half of it for working overtime
5.	double time	________	a machine which records time on a card
6.	coffee break	________	one of the three 8-hour working periods in a day
7.	40 hours	________	pay given for working so many hours
8.	punch-in, time-in	________	extra money given to employees
9.	shift work	________	more pay based on the national rate of inflation
10.	graveyard	________	an increase in pay
11.	fringe benefits	________	one's pay
12.	bonus	________	pay given for a month's or year's work
13.	wage	________	company-paid insurance,holidays, etc.
14.	salary	________	12 midnight to 8 AM shift
15.	raise	________	placing your time card in a time clock
16.	cost-of-living	________	mid-morning and afternoon 15 minute work stoppage
17.	payroll check	________	a regular work week

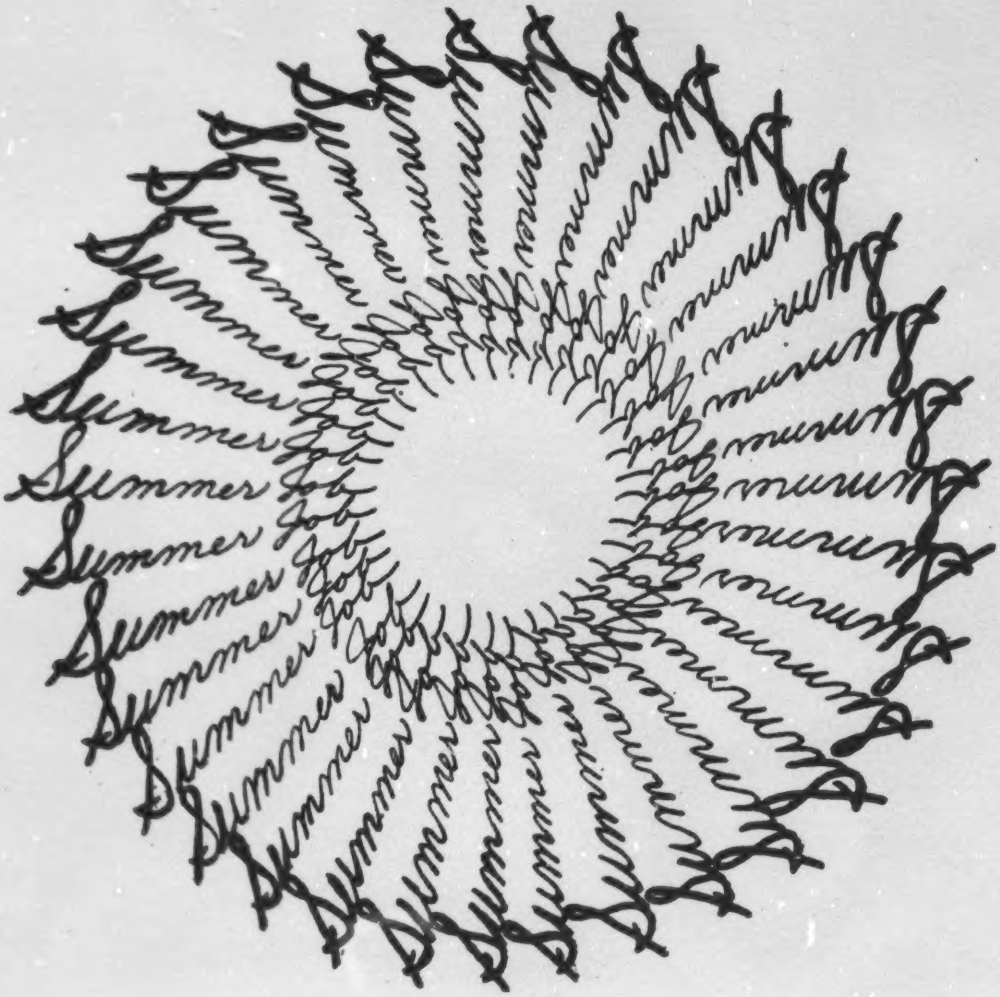
List FOUR:

1.	employee	________	request for a particular job
2.	employer	________	supervisor of a department or a business
3.	boss	________	one who hires workers
4.	foreman	________	employer, boss/or supervisor
5.	management	________	worker
6.	bid	________	business owner or factory supervisor

List FIVE:

1.	union shop	________	union membership required
2.	union	________	union representative
3.	closed shop	________	union membership required after 30 working days
4.	open shop	________	money paid for imjuries on the job
5.	union steward	________	being paid for each item made
6.	union dues	________	refusing to buy

7.	boycott	________	refusing to work for a company
8.	strike	________	organization of workers
9.	workmen's compensation	________	number of items required to be made
10.	piece work	________	money paid for union membership
11.	quota	________	union membership not required



SUMMER JOBS

```
S D U S T I N G V Y I J W X C F J A J L A W C R F C T H F
A N C L E A N S I L V E R Y D E K C K N C A L U L U I A L
V C O C L E A N G U T T E R S N M B I M B L E N O T L N O
A I N W L A W N C A R E V Z E C L D R O Y L A N O T I G O
R D L A S W C G N I H C T A W E S U O H Z W N I R I N D R
N J A I P H D A W Z I K U A F P O E N P X A I N P N G R C
I E Y T Q X O B C A H C A R W A S H I N G S N G O G F A L
S K I R R Z E V L B G L T B A I N S N B W H G E L F L P E
H F N E S S W E E P I N G C I N P A G A U I B R I I O E A A
I L G S T Y L C R L F M S D T T Q N I B V N L R S R O R N
N G R S U A G D K C I N R E E I S D H Y T G I A H E R I I
G M U O V B I E X D E N Q F R N R I F S R E N N I W S E N
B H G W A S H I N G D O G S G G T N G I S F D D N O L S G
D I S H W A S H I N G O P G H I U G E T Q S S S G O M N Q
M O V E F U R N I T U R E A N S W E R P H O N E S D K P O
W I N D O W W A S H I N G B T A K E D O W N S C R E E N S
F O G P H Q I N O W A D D Y O U R O W N J R K S L T M U N
```

SHOVELING
CAR WASHING
DISH WASHING
CLEANING BLINDS
FLOOR CLEANING
FLOOR POLISHING
DUSTING
TAKE DOWN SCREENS
LAWN CARE
LAYING RUGS
SANDING
WINDOW WASHING
BABY SIT

FENCE PAINTING
IRONING
CUTTING FIREWOOD
SWEEPING
HOUSE WATCHING
RUNNING ERRANDS
VARNISHING
CLEAN GUTTERS
WALL WASHING
CLERK
WAITER
WAITRESS
TILING FLOORS

ANSWER PHONES
WASHING DOGS
CLEAN SILVER
MOVE FURNITURE
HANG DRAPERIES

NOW ADD YOUR OWN

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE FOLLOWING WRITTEN DIRECTIONS SUBJECT(S) English GRADE LEVEL(S) 7 and 8

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Gene Budd

C. E. GOALS AND TEACHING POINTS

3.2 Students will relate present planning to future outcomes.

3.4 Students will assume the responsibility for their planning.

assuming responsibility for making immediate plans as well as long range plans

4.1 Students will be able to function to their capacities in their school subjects.

knowing exactly what is expected of them in class

ACTIVITIES AND EVALUATION PROCEDURES

Evaluation Prodecure:

1. Check only those items for which the directions call.
2. Give full credit or no credit.
3. Return the papers the same day or the next day.

Comments:

1. Before beginning this five day exercise, brief the students on the following:
   - A. The importance of following directions.
   - B. Emphasize the time allotment.
   - C. Emphasize that the activity is to be completed during the first few minutes of class time.

Sample directions: (written on blackboard)

Day 1. Head your paper (assuming the form for paper heading has been previously explained).
Put your paper in the red bin no later than 3 minutes after the tardy bell.

Day 2. After heading your paper, write in a column the names of ten people in this room. Put your paper

MATERIALS AND RESOURCES

Five different instructions to do five different direction activities.

Chalkboard/chalk.

Timer (optional).

CONTINUED
Career Education Infusion Strategies

Page 2 of 2

CEIS Title FOLLOWING WRITTEN DIRECTIONS

Submitted by: Gene Budd

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	in the red bin no later than 4 minutes after the tardy bill. Day 3. After heading your paper, draw a square, a circle and a triangle. Put your paper on the dest no later than 3 minutes after the bell. Day 4 and 5. (you may design directions to cover the material you are currently covering in class. For example, name five action verbs).	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE DICTIONARY SKILLS AND LETTER OF APPLICATION SUBJECT(S) Language Art GRADE LEVEL(S) 7 and 8

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Gene Budd

C. E. GOALS AND TEACHING POINTS

2.4 Students will know the characteristics of various occupations.

being able to compare their personal characteristics to the requirements of specific jobs

knowing where to get information about jobs

knowing how much different jobs pay

4.4 Students will demonstrate an ability in pre-employment skills.

knowing how to look for jobs

knowing how to apply for a job

ACTIVITIES AND EVALUATION PROCEDURES

1. Divide the class into groups (2-4 to a group) and give each group a classified section of the newspaper. Each student will choose a job for which he/she wants to apply.
2. Students will become familiar with the terms and abbreviates frequently used in the classified section by identifying and defining unfamiliar terms. (use overhead projector)
3. Students will identify the skills needed for that job via the information in the ad, or by researching it. (Library, mini-interview, phone call, etc.)
4. Each student will write a letter of application.
5. Each student will prepare for a job interview.
6. The class will divide into groups of two. One group will be the interviewer and the other the interviewee. Role play for the whole class for 4 or 5 interviews.
7. The interviewer will write down 3 or 4 good points about the interviewee and 1 point (if present) that might keep the person from getting the job. (See attached evaluation form)

MATERIALS AND RESOURCES

A classified section of the local daily newspaper (one for each 2 students is ideal, but one to every 4 is adequate).

Overhead projector and transparency to use in identifying job-related terms from classified section.

See page 28 Using the Want Ads. (Help wanted abbreviations) for the abbreviations frequently used.

Language Book containing a letter of application.

Hand out - How to interview for a job.

"How to Get a Job" workbook and "Resumes That Get Jobs" p 15-16 may be gotten from the District Career Education Center.

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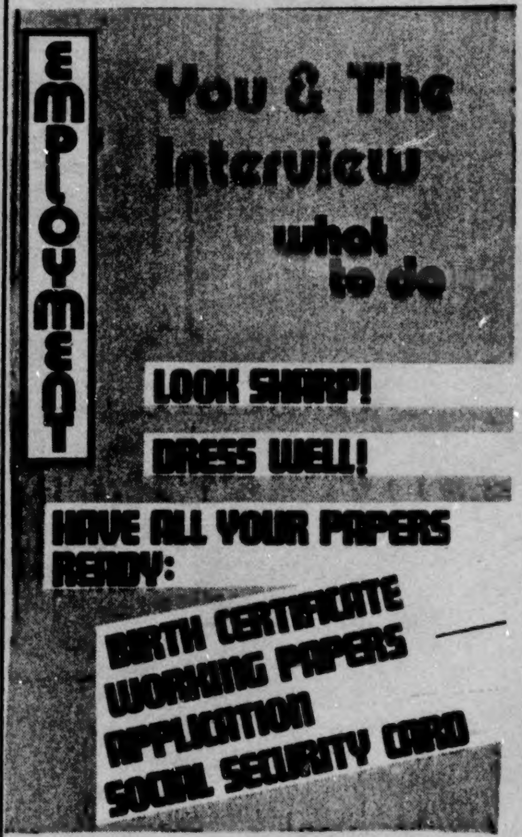
EIS Title DICTIONARY SKILLS AND LETTER OF APPLICATION.

ubmitted by: Gene Budd

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	THIS → Picture illustrating well dressed teens NOT THIS → Picture of teen wearing clothing not appropriate for interview Include actual or facsimile of references, job resume, application, social security card, etc. →	Bulletin Board Idea


EMPLOYMENT
You & The Interview
what to do
LOOK SHARP!
DRESS WELL!
HAVE ALL YOUR PAPERS READY:
BIRTH CERTIFICATE
WORKING PAPERS
APPLICATION
SOCIAL SECURITY CARD

HELPFUL HINTS FOR THE INTERVIEW

Remember: "The purpose of the interview is to evaluate your personality and background and qualifications for the job sought." (Resumes That Get Jobs)

The following are some helpful hints when going to an interview.

1. Be neat and well groomed and dress appropriately.
2. Courtesy is always appropriate.
3. Appear confident but not arrogant.
4. Answer questions honestly and directly.
5. Be alert and enthusiastic but not phoney.
6. Know a little about the job for which you are applying.

INTERVIEW STRATEGY

The following strategy has been developed from the experiences of employers all over the country who have conducted countless interviews.

1. Let the interviewer lead with the questioning. Answer only what is asked (no more, no less); then wait for the next question. Don't try to fill in all the "silence." Studying your reaction to a conversational pause is sometimes an interview test. Babble and you flunk.

2. Pay strict attention so that you will fully understand the question. If you do not, politely request a repeat or a re-phrasing.

3. Don't interrupt. Sometimes an employer will state a hypothetical situation, then ask the question. Give him time to finish and give yourself time to think before you reply. Interviews are not conducted with a stop watch, and a hasty, ill-considered answer can be disastrous.

4. Don't strive to give the answer you think the employer wants. Experienced interviewers quickly recognize this game. Strive for honesty and consistency. If you think you are right on a point, stick with it; if you are wrong on a point, admit it.

5. Don't be a comedian. The employer considers hiring you as a serious business and you'll help your cause by adopting a similar approach. Pleasantries and pleasantness are always in order; smart talk and small talk--never.

6. Unless you are pressed for detail, don't spend too much time talking about your present or past employments. And never--ever--knock your present or past employer. "Personality conflict" will say it all for the initial interview (and perhaps forever). You will have gained two things: (1) you haven't permanently closed a door that life may steer you through again, and (2) you establish yourself as a person of honor and restraint.

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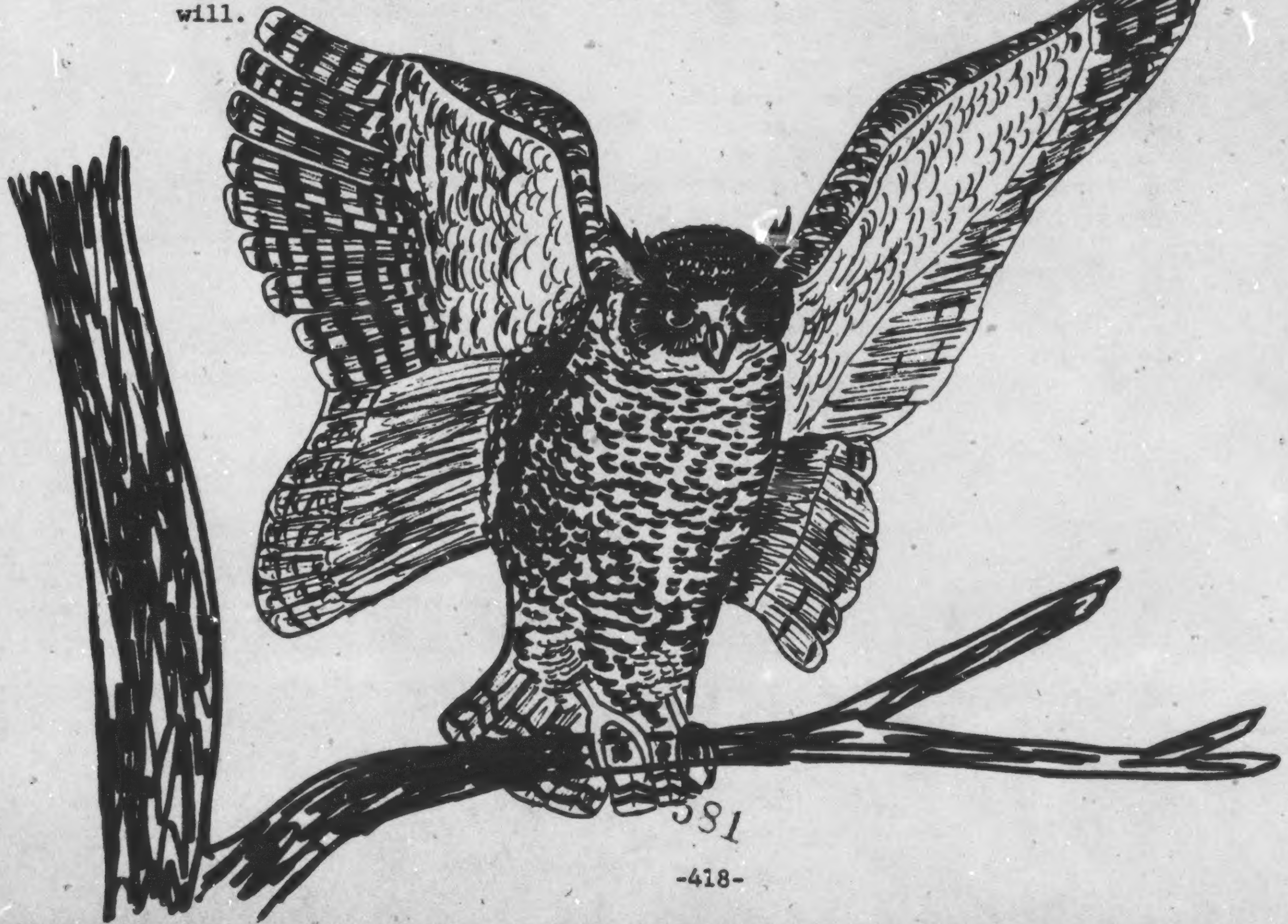
7. Don't overplay your technical knowledge. Your resume (the good one that got you your interview) tells what you know. At this point the employer wants to know what you are.

8. During the initial interview, don't spend too much time asking about the chances for advancement or subsequent salary scales. Give the impression that you are confident that, once given the opportunity to prove yourself, the future will take care of itself. Employers are not in the business of hiring persons they expect to stand still.

9. If you are over 50, get mentally set for the fact there is no way you are going to hide it. Hopefully your resume has reflected your honest age, and the fact that you are there indicates that the employer is interested in your experience.

   Keeping in mind that no younger competitor can match your experience is often an important confidence factor. At all costs avoid arrogance because of your background, and the tendency to be patronizing to the "young squirt" interviewing you. You are there because you need work, and your age will not seriously mitigate against you unless it is obvious that you have contempt for the young, and/or are too set in your ways and thinking to accept new ways of doing things.

10. If it becomes obvious that you are not the right person for the job, at the conclusion of the interview ask the interviewer (if the organization is large) if there is another area in which you might be qualified. If the organization is small, ask him if he might suggest a place or company who could logically use your services. He often can, and if you've made a good impression he often will.



INTERVIEW EVALUATION

	Frequently	Seldom	Not at All
1. Asked appropriate questions			
2. Used standard English			
3. Responded courteously			
4. Appeared confident but not arrogant			
5. Seemed interested and alert			

Name at least one good quality about the interviewee ____________________

____

____

Using The
Want Ads

By Wing Jew and Carol Tandy

A JANUS SURVIVAL GUIDE

Sample page

WANT ADS
WANT ADS
TRUCKS

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE BILLFOLD INFORMATION CARD SUBJECT(S) Language Arts GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Juanita Williamson - D. Trantham

C. E. GOALS AND TEACHING POINTS

4.1 Students will be able to function to their capacities in their school subjects.

developing effective study skills

knowing exactly what is expected of them in class

4.2 Students will be able to apply basic academic skills to daily living tasks.

knowing what to do in emergency situations

4.3 Students will know the prerequisites of a variety of occupations.

knowing the special abilities necessary in order to enter various occupations

ACTIVITIES AND EVALUATION PROCEDURES

1. Students will prepare a billfold information worksheet of needed information.
2. Worksheets will be checked for accuracy in completion and in following directions.
3. Corrected/checked worksheets are returned to students.
4. Students will then prepare a 7 inches by 3 inches index card from a 5 inches by 8 inches index card and copy the needed information onto the card.

NOTE: It is possible to run cards off on the duplicator and have students simply copy information from practice worksheet onto the furnished card.

MATERIALS AND RESOURCES

1. Billfold information worksheet - one per student.
2. 5 by 8 index cards
3. Scissors
4. Rulers

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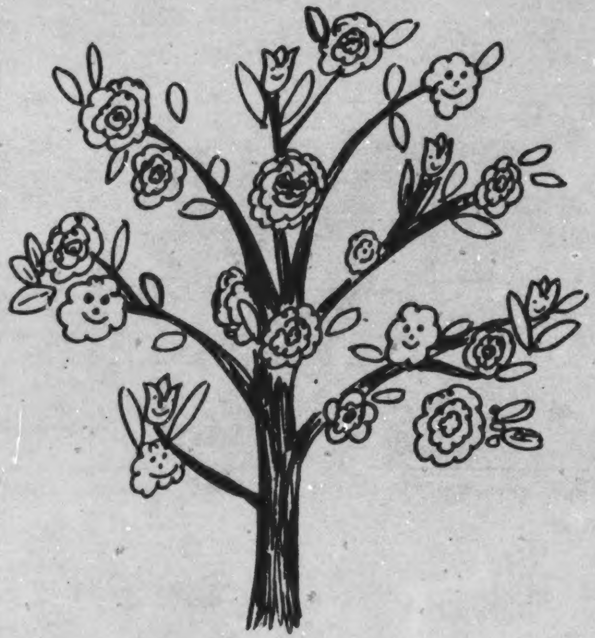
EIS Title BILLFOLD INFORMATION CARD

ubmitted by: Juanita Williamson - D. Trantham

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.4 Students will demonstrate an ability in pre-employment skills. knowing how to apply for a job knowing the requirements of a successful job interview knowing what habits and attitudes employers like		

BILLFOLD CARD PRACTICE WORKSHEET

Front of card.

BILLFOLD INFORMATION CARD

Last name First name Middle — Home telephone

Street Address City or Town — Zip Code

Parents full name — Telephone

School name I. D. number — Telephone

Guidence Counselor — Telephone

Back of card.

Social Security Number — Birthday

Work Record:

Employer's Name — Telephone

Employer's Name — Telephone

Employer's Name — Telephone

Employer's Name — Telephone

Ready to copy onto card YES _____ NO _____

Card Instructions: Draw a rectangle 3 inches by 7 inches on a 5 inches by 8 inches index card. Cut and then fold at dotted lines.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE WRITING ON THE JOB SUBJECT(S) English GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.4 Students will know the characteristics of various occupations.	1. Hand out to students the "Writing on the Job" worksheet.	1. English textbook with chapter on Handwriting.
being able to compare their personal characteristics to the requirements of specific jobs	2. Allow a five minute time period for completion of part I. Discuss different answers with students. Go over reasons given for policeman, nurse, teacher and secretary.	2. Handwriting workbook (optional) 3. "Writing on the Job" worksheet. One per student.
3.1 Students will be able to make effective decisions.	3. Allow a ten minute time period for part II. 4. Suggest helpful hints for writing improvement.	
identifying possible solutions to problems		
3.2 Students will relate present planning to future outcomes.		
knowing how courses they take now relate to their future plans		
developing personal goals for the future		
4.1 Students will be able to func[illegible]n to their capacities in their school subjects.		

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:EIS Title WRITING ON THE JOB

ubmitted by: Shirley Schaaf

:.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
developing effective study skills improving their ability to take notes in class 4.3 Students will know the prerequisites of a variety of occupations. knowing the special abilities necessary in order to enter various occupations		

A B C
N O P
Y Z abcdef
mnopqrstu

WRITING ON THE JOB

Most of you are not too proud of poor handwriting. Right? We all wish that we could do better. Maybe many of us could be better spellers, as well. Good handwriting and good spelling make a fine match. Your employment education teacher (me) may think that you do well in both. If so, a part time job may be found where you may use one or both of these skills.

Part I

1. You may have your own ideas as to the kind of jobs there are where hand writing skills are needed. Jot down two?

   1. ______________________ 2. ______________________

2. Can you name a few jobs in which clear handwriting combined with good spelling is helpful? (Example: order clerk)

   1. ______________________ 2. ______________________
   3. ______________________ 4. ______________________

3. Why must the following people have good handwriting?

   1. Policeman
   2. Nurse
   3. Teacher
   4. Secretary

Part II-Practice writing the words you see in the first column.

hand
writing
spell
job
helpful
duty
skills
written
place
record
along
column

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE EXPLORING CAREERS (Unit) SUBJECT(S) English GRADE LEVEL(S) 7

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: J. Richards

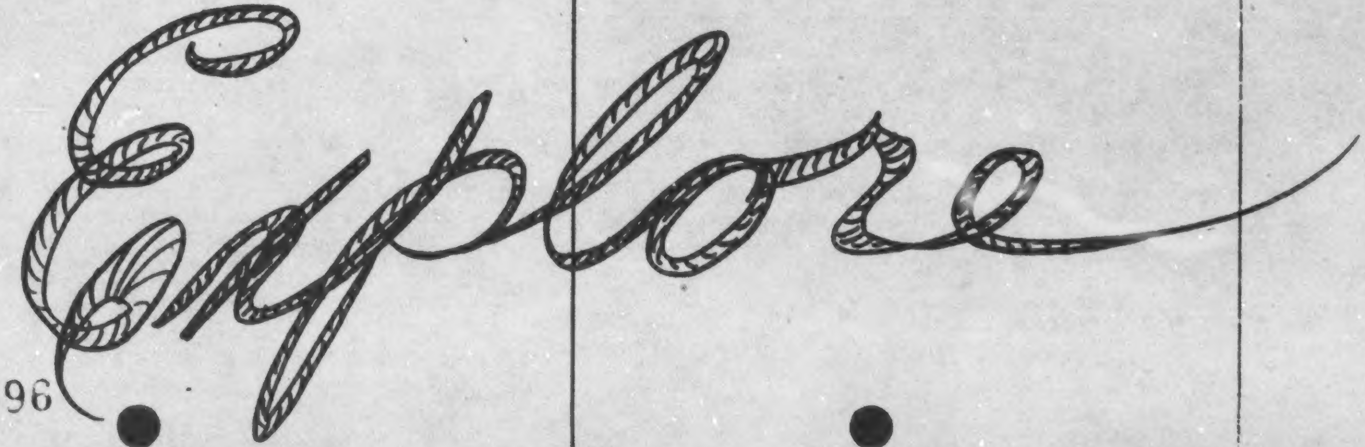
C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.3 Students will be able to communicate openly with others.	1. Each student will write a definition of the word "Career." Definitions are to be discussed then each student will look up "career" in the dictionary for final clarification.	Dictionaries
2.4 Students will know the characteristics of various occupations. 4.3 Students will know the prerequisites of a variety of occupations.	2. Students are to read biographies for the purpose of determining the following information about each person: 1) Name 2) Ethnic Group 3) Occupation 4) Education 5) Job Skills (personality, qualifications). Students could work individually or in groups. Through bulletin boards, and/or discussion, and/or charts the diversity of occupations and requirements of those occupations should be discovered.	Turning Point (Adopted text - 7th grade reading) or other biographies
	3. Students are to work together to develop a career questionnaire to be sent to people in the community. Working in pairs or small groups, students are to assume they are talking to an adult who has an unusual career. Each student should list ten questions he might ask the adult about his career choice. Through class discussion and board work, the individual lists should be used to compile a single list of possible questions to be used on a questionnaire. Eliminate duplications.	

CONTINUED
Career Education Infusion Strategies

CEIS Title EXPLORING CAREERS
(Unit)

Submitted by: J. Richards

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	4. Give students a duplicated list of the questions. They are to group them in categories. (Categories may have to be provided by the teacher.) Put questionnaire into final form. (See attached questionnaire.)	
	5. Class will develop a cover letter to be included with the Career Questionnaire.	English Textbook (Unit on letter writing)
	6. Each student selects an adult in the community to whom he wishes to send the letter and questionnaire.	
	7. The responses from adults should be read in class and collected in a class career book, "Who's Who in Kansas City and Their Careers", or other appropriate title. The adult responses to the questionnaire can be accompanied by student written mini-biographies.	



CAREER EDUCATION QUESTIONNAIRE

I. Part One - General

1. When did you first decide on a career?
2. What made you choose your career?
3. Did a parent, a friend or a teacher influence you?
4. After you decided on your career, did you ever get discouraged and if so, how did you overcome it?

II. Present Career

1. What steps should a student take to enter your field?
2. What obstacles might one meet before becoming successful in this career?
3. What kind of personality should one have for this career?
4. Are there chances for advancement?
5. Are there other rewards than monetary rewards?
6. Do you have any suggestions for a student interested in your career?

III. About You

1. Where were you born?
2. Where did you go to school?
3. Are there any interesting facts about yourself that would help our class write a short biography about you for our book that we are calling "Who's Who in Kansas City and Their Careers".

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE USING THE TELEPHONE SUBJECT(S) Language GRADE LEVEL(S) 7 and 8

Career Education Learning Areas: ⊗ Self Knowledge ○ Life Roles, Settings and Events
⊗ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: C. Leininger, T. Moore, L. Watkins

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations.	1. Use the book "Telephone and Telegraph" to teach this unit. Follow the lessons as they are written in the book.	Posters displaying different situations using the phone.
3.1 Students will be able to make effective decisions.	2. Use tests and discussion questions found in the text for evaluation.	Copies of the white and yellow pages. May be obtained from the phone company upon request.
4.2 Students will be able to apply basic academic skills to daily living tasks.	3. Have a telephone company representative come and discuss the consequences of misusing the phone.	Telephone and Telegraph (May be found at the District Career Education Center.)

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE LEARNING ABOUT NEWSPAPERS **SUBJECT(S)** English **GRADE LEVEL(S)** 7 - 8th

Career Education Learning Areas: ○ **Self Knowledge** ○ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Frances Cowan

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. knowing how all occupations are important to our community 4.1 Students will be able to function to their capacities in their school subjects. 4.3 Students will know the prerequisites of a variety of occupations.	Compare newspaper from different publishers--the style, type, print, pictures, size, coverage of a particular story, etc. Discuss how a newspaper is put together. Discuss news reporting on the local, city, state, and national levels. Brainstorm for jobs related to the production and distribution of a paper. -- 1. Typesetter 2. Reporter 3. Editor 4. Newsboys 5. Photographer, etc. In small groups, investigate these jobs. Other activities may include: 1. write a report of important current events 2. write a feature story 3. make a cartoon strip 4. write a letter to Ann Landers--have a committee selected to write and read the answers. Dramatize and report some important events in the history of freedom of the press. Compare the U.S. free press with the Iron Curtain Countries. Discuss how the comics amplify language.	RESOURCE PEOPLE-- Reporter from the Star and the Call Printer from a newspaper T. V. reporter; Photographer FIELDTRIPS-- K. C. Star or K. C. Call or Independence Examiner T. V. station MATERIALS-- K. C. Star (several) K. C. Call (several) Independence Examiner (several)

CONTINUED
Career Education Infusion Strategies

CEIS Title LEARNING ABOUT NEWSPAPERS

USE THIS PAGE TO CONTINUE DESCRIBING YOUR LESSON PLAN, IF NECESSARY.

Submitted by: Frances Cowan

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	Discuss the economics of a newspaper, such as (1) major means of income for a newspaper (2) cost of ads (3) how do ads serve the public (4) since ads are expensive, does the advertiser get his money's worth?.. Find typographical errors and correct them. Ask the class to find as many verbs, nouns and adjectives as possible in the front page headlines. Play charades by acting out the front page headlines. Determine the average temperature for yesterday from figures given in the weather summary.	

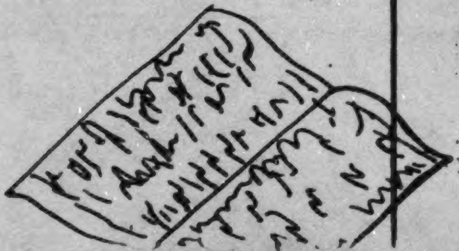
CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE TEACHING CAREER EDUCATION THROUGH NEWSPAPERS SUBJECT(S) English GRADE LEVEL(S) 7 - 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Charles Smith

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.4 Students will know the characteristics of various occupations.	1. Use the newspaper three times a week to check out job announcements.	Daily newspaper
knowing where to get information about jobs	2. Have students write for applications from some of the companies.	English textbook containing form for letter of application
knowing what kinds of jobs they can enter when they are age 16	3. Have students write compositions expressing their understanding of want ads in the newspaper.	Bulletin board displaying various occupations with students' written ads advertising them
	4. Help them decide how some of those jobs best fit their interests.	
being able to compare their personal characteristics to the requirements of a specific job	5. Have students define particular vocabularies that are used specifically in a particular career field, advertising.	
4.2 Students will be able to apply basic academic skills to dialy living tasks.	6. Critically analyze ads for how much information is given.	
	7. List on chalkboard abbreviations used in ads for jobs. Have students define abbreviations.	
	8. Write an ad for a job.	



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE "WHAT DO YOU THINK ABOUT YOUR CLASSMATES?" SUBJECT(S) Language GRADE LEVEL(S) K - 12

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Brockus

C. E. GOALS AND TEACHING POINTS

1.2 Student will identify how their personal characteristics affect their relationships with others.

1.3 Student will be able to communicate openly with others.

ACTIVITIES AND EVALUATION PROCEDURES

1. Class discussion about things people do that students consider to be nice or friendly will start this activity.

2. The class will brainstorm on a list of courteous things their classmates do.

3. Put students' names in a box and have each student pull out a name.

4. Have the students write a positive comment about the classmate whose name they selected, filling in the printed form:

   1. I liked it when ________ did ____________________.

   2. ______________ is good at doing __________________.

EVALUATION-FOLLOW THROUGH

On the next day, read positive comments to the students.

Positive comments could include physical traits, personality traits, or work habits.

The box can be left in the classroom and the students can write down positive comments throughout the year about others in classroom. Teacher could do this also.

MATERIALS AND RESOURCES

A decorated box in which students may deposit messages.

Duplicated forms for messages.

Bulletin Board
- Title -
"What Do You Like About Other People"
If possible, attach pictures of people in different situations.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MUNCH A BUNCH SUBJECT(S) English GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

4.1 Students will be able to function to their capacities in their school subjects.

improving their ability to spell words

ACTIVITIES AND EVALUATION PROCEDURES

Bring a giant box of Alphabits cereal to class.

Have each student make a cone from a sheet of paper.

Fill each student's cone with Alphabits.

Using the cereal, have each student spell job titles onto a clean sheet of paper.

When a student has spelled a job correctly, a point is awarded and the cereal is eaten by the student. At the end of the spelling session, the student with the most points is awarded a special prize. (apple, orange, pencil)

MATERIALS AND RESOURCES

Giant sized box of Alphabits cereal

Sheets of paper

One special prize

I'VE NEVER EATEN A BARBER BEFORE

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMPLETING AN APPLICATION BLANK SUBJECT(S) English GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Sandy Carpenter

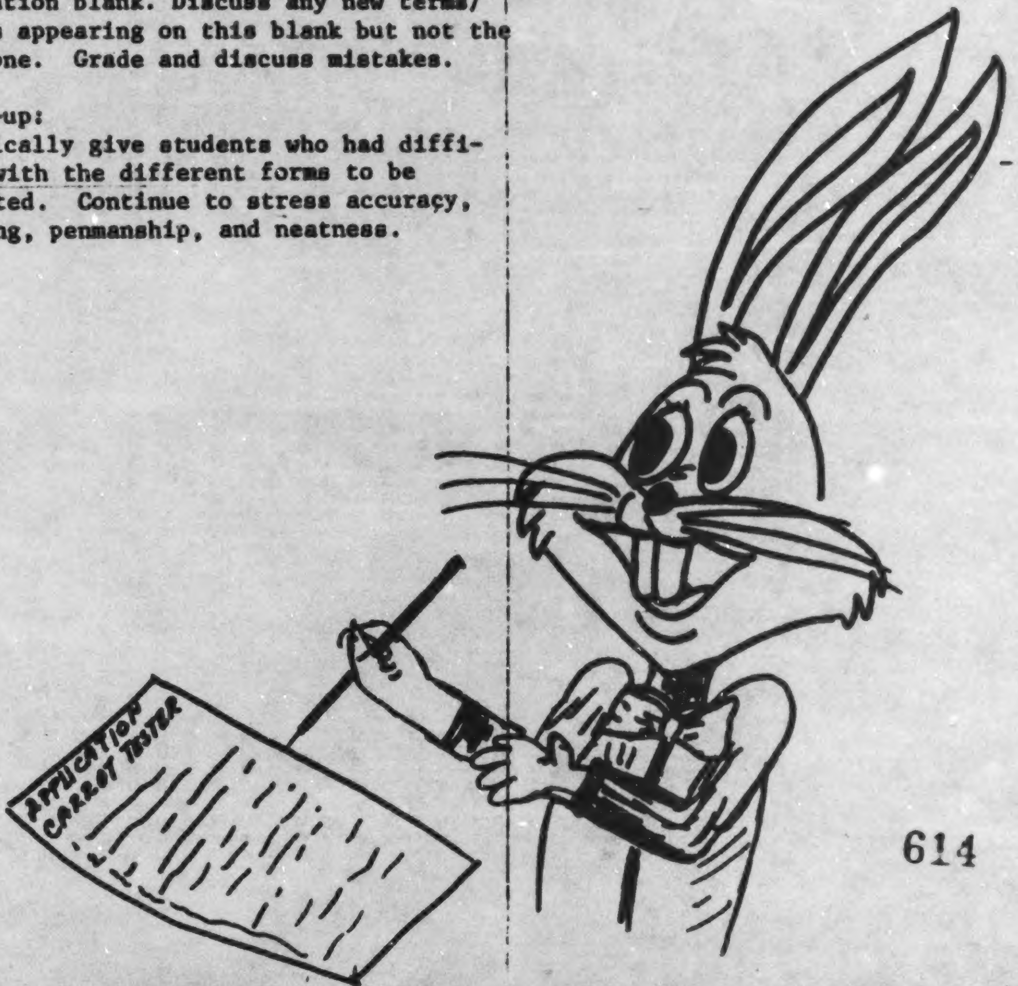
C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.4 Students will demonstrate an ability in pre-employment skills. knowing how to apply for a job	1. Give students duplicated copies of vocabulary terms. Discuss knowledge of terms over a period of days. (Adjust vocabulary list to fit application blanks being used in class. Teachers may want to present terms in phrases used on application blanks rather than as individual words). 2. Give students an application blank to complete using personal information. Stress accuracy, spelling, penmanship, and neatness. 3. Check the first application blank by circling sections in which errors have been made. Do not grade. 4. Return application blanks to students and discuss mistakes by using the form on an overhead projector. 5. Give students a paragraph containing information about a fictitious job applicant. (Paragraph attached, but may have to be adjusted to fit other application blanks) They are to use this information to complete the same application blank used in step 2. Grade. Discuss mistakes. Review vocabulary terms.	My Job Application File, Second Edition or Several different job application forms obtained from companies such as McDonalds, Southwestern Bell, Halls, McCalls Service Stations, and Pizza Huts. List of vocabulary terms common to job application forms. (Attached).

CONTINUED
Career Education Infusion Strategies

CEIS Title COMPLETING AN APPLICATION BLANK

Submitted by: Sandy Carpenter

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	6. Give students another paragraph with information about a fictitious person. Use this information to complete a different application blank. Discuss any new terms/phrases appearing on this blank but not the first one. Grade and discuss mistakes. 7. Follow-up: Periodically give students who had difficulty with the different forms to be completed. Continue to stress accuracy, spelling, penmanship, and neatness.	



LISTED BELOW ARE SOME WORDS COMMONLY FOUND ON JOB APPLICATION FORMS

accurate
address
affirm
applicant
application
apply
apprentice
aptitude
arrest
attendant
birth certificate
birth date
blank
bonded
business
carefully
category
character
chronic
citizen
company
compensation
complete
confidential
contact
convicted
courses
defect
dependents
disability
discharged
dismissed
documents
education
eligible
emergency
employed
employer
employment
excluding
experience
federal
fee
felony
fill
firm
foregoing
graduate
health
height
illness
information
injury
institution
insurance
interview
interviewer
legibly
location
maiden name
marital status
medical
misdemeanor
misrepresentation
naturalized
notification
occupation
omission
operator
organization
permanent
permit
personal
personnel
physical
position
previous
private
qualifications
qualified
questions
record
reference
relationship
relatives
residence
reverse side
salary
self-employed
serious
sex
signature
Social Security
specify
spouse
status
supervisor
telephone
type
zip code

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER POSTER CONTEST SUBJECT(S) English/Reading GRADE LEVEL(S) 8th

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

⊗ Life Planning Skills ⊗ Academic and Vocational Skills

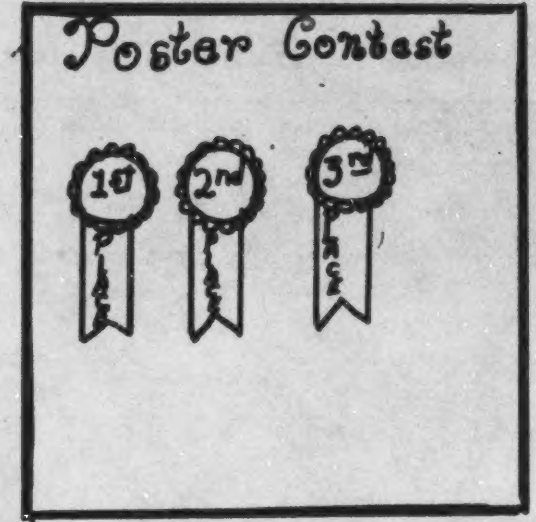
Submitted by: Josephine B. Kauzlarich

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. 2.4 Students will know the characteristics of various occupations. 3.2 Students will relate present planning to future outcomes. 4.3 Students will know the prerequisites of a variety of occupations.	Teacher will list needs of society on blackboard. Class will participate with ideas and suggestions such as: Services - post office, police, teachers, firemen, transportation, etc. Discuss how occupations evolve from those needs. Students will do research on various occupations, listing the results in a bibliography. After research, student will make a choice of a career to represent on a poster for the career poster contest. Posters are to meet certain qualifications set by the teacher. A bibliography is to accompany the poster. First, second and third prizes are to be awarded the best posters with three honorable mentions. Members of the faculty and some students from other classes may act as judges. An oral book report may be given of the career choice as part of the English grade. Posters can be displayed on bulletin boards for the general school population to view.	School and public library, personal interviews with persons in the occupation, up-to-date magazine articles specific careers' libraries. Look for pictures of the occupation chosen. Drawings, sketches, paintings and the like may be used. Books, magazines, interviews.

CONTINUED
Career Education Infusion Strategies

CEIS Title CAREER POSTER CONTEST

Submitted by: Josephine B. Kauzlarich

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	The idea of participating in the vicarious experience of making a career choice instead of just accepting what comes along acts as a motivator to the student to read about the many options available. Discussing the book which enabled the student to choose, encourages sharing information with other class members. This lends itself well towards panel discussions. This could be expanded to involve several teachers' students.  Poster Contest 1st Place 2nd Place 3rd Place	

CAREER POSTER CONTEST

Your poster for the career contest must be on poster board size 24 x 12. The poster is to represent a career of your choice.

The posters will be judged by a panel of teachers.

First prize - $5.00
Second prize - $3.50
Third prize - $1.50

Posters must by turned in to Mrs. Kauzlarich, room 208 by Friday, February 23rd.

For your poster to qualify as a book report, you must turn in a bibliography of your research, and be prepared to give an oral report as to the job opportunity, qualifications, possible income, etc. about your career choice.

A bibliography represents a listing of all references consulted in the preparation of your poster. Following is an example of a bibliography.

BIBLIOGRAPHY

(For a book by one author)
Bennett, George N., William Dean Howells: The Development of a Novelist, Norman, Okla., University of Oklahoma Press, 1949, pp. 3-209.

(For a book by two or more authors)
Brockway, Wallace, and Weinstock, Herbert, The World of Opera, New York, Pantheon Books, 1962, pp. 60-65.

(For an unsigned pamphlet)
Chamber of Commerce of the United States, Foreign Commerce Department, Guide to Foreign Information Sources, Washington, D. C., 1974.

(For a signed magazine article)
Kane, Will, "Mexico's New Rail Thrill, Travel", 119, Feb., 1972, pp. 34-37.

(For an encyclopedia article)
"Tides," Encyclopedia Britannica, 1975 ed., vol. 22, pp. 193-205.

(For an unsigned magazine article)
"New Life on the River," Time, LXXXI, Jan. 4, 1977, p. 62.

(For an interview)
Lombardi, Vince, interviewed by Patrick Malone, Green Bay City Stadium, Green Bay, Wis., 10a.m., Oct. 26, 1962.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE LETTER WRITING TO BUSINESSMEN SUBJECT(S) Language Arts GRADE LEVEL(S) 8 and 9

Career Education Learning Areas: ○ Self Knowledge [✓ Life Roles, Settings and Events] ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Sandy Carpenter

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

knowing how all occupations are important to our community

2.4 Students will know the characteristics of various occupations.

being able to compare their characteristics to the requirements of specific jobs

ACTIVITIES AND EVALUATION PROCEDURES

1. Each class of students will choose from a list of thirty businessmen and community officials five people whose job fields are of interest to the class.

2. The class will divide into five groups. Each group will compose a form letter to send inviting the person to speak to their class.

3. While waiting for a response from the letters, each group will investigate the occupation of the person to whom they have written by:
   a. making a list of questions they plan to ask their guest
   b. making a list of other people who have the same or similar jobs
   c. writing the qualifications they think they would need if they wanted to pursue that occupation
   d. writing down the qualifications they already have to meet the job requirements

4. As the concluding activity, the students will interview guest speakers who have accepted their invitations. They especially will try to focus on those questions that they have not been able to find the answers to themselves.

MATERIALS AND RESOURCES

List of resource people from the Career Development Curriculum Guide at the Univeristy of Missouri Extension Center.

Compile your own list by using the Youth Yellow Pages, community centers and the District Career Education Center.

Language textbook containing the form for letter writing.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SPACE COMMUNITY SUBJECT(S) Science GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.3 Students will recognize the need for flexibility in planning.	Have students design an industrial and business community for a newly settled space community.	
knowing how to adjust to changes in their lives	Describe the occupations created by the settlement and the tools and equipment needed.	
knowing the world is a changing situation	Make comparisons to communities on Earth. How might the needs be the same or different?	
4.1 Students will be able to function to their capacities in their school subjects.	Under what circumstances would students be willing to go to the new space community? What contributions to the community would they be willing to make?	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE WHAT JOBS ARE THERE IN THE FIELD OF SCIENCE? **SUBJECT(S)** Life Science **GRADE LEVEL(S)** 7

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Mrs. Buccellato

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

understanding advantages and disadvantages of different jobs

4.3 Students will know the prerequisited of a variety of occupations.

knowing what school courses relate to the types of work they plan to do

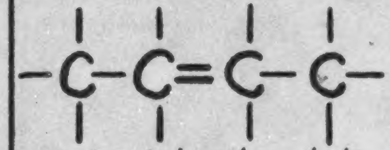
ACTIVITIES AND EVALUATION PROCEDURES

1. Make bulletin board of possible careers in science.
2. Show filmstrip about careers in the field of Science, then brainstorm possible career areas.
3. Have each student choose the career which is most interesting to them and have them research it using Occupational Outlook Handbook, dictionary, science books, encyclopedias, and personal interviews.
4. Look through old magazines for pictures which illustrate some of the job duties. If no pictures of a specific duty can be found, students can draw one.
5. Have students write brief descriptions of their job, arrange it on construction paper and submit it for the bulletin board.
6. Have some students make or cut out letters for headings on the bulletin board.

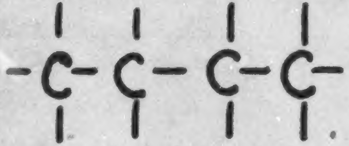
MATERIALS AND RESOURCES

Dictionaries, encyclopedias, various science books, filmstrips and personal interviews

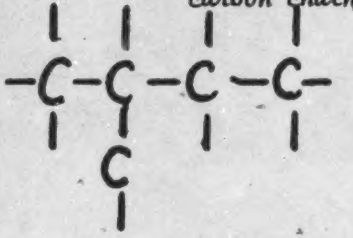
Bulletin board of careers



unsaturated carbon chain



unbranched saturated carbon chain



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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SCIENTIFIC METHOD SUBJECT(S) Science GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will identify how their personal characteristics affect their relationships with others. knowing how their words and actions affect others 1.3 Students will be able to openly communicate with others. 3.1 Students will be able to make effective decisions. knowing the steps to effective decision making. 4.1 Students will be able to function to their capacities in their school subjects. 4.3 Students will know the prerequisites of a variety of occupations.	Working in pairs, have one student 'hire' or not 'hire' another student. Make use of the scientific method to make the decision. Problem: Is the person qualified? Hypothesis: Is the first impression positive or negative? Gather data: Experience? Education? Enthusiasm? Test Results: Check references. Check abilities. Conclusion: Explain why the person is or is not hired.	

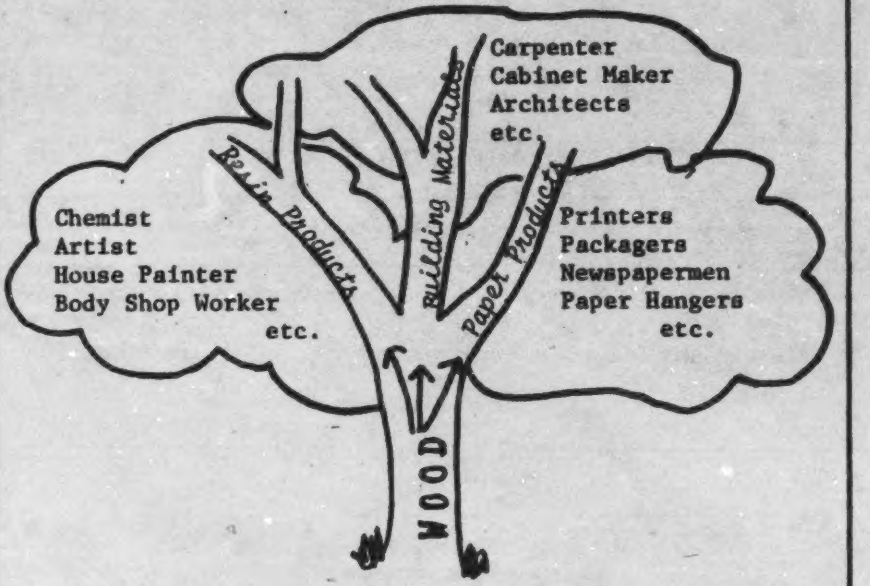
CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE JOBS FROM RAW MATERIALS SUBJECT(S) Science GRADE LEVEL(S) 8th

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society.	Identify a raw material and research all of the uses for it. Then make a diagram to show all the jobs that are created by each use. Example:  Carpenter Cabinet Maker Architects etc. Building Materials Resin Products Paper Products Chemist Artist House Painter Body Shop Worker etc. Printers Packagers Newspapermen Paper Hangers etc. WOOD	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE JOBS AND THE WEATHER SUBJECT(S) Science GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf - D. Trantham

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society.	1. Start by reviewing with the students the relationship between man and the basic needs of humans. Discuss the human's constant battle with the elements.	Enough copies of "Jobs and the Weather" for each student in class Weather Forecast Word Game
knowing how all occupations are important to our community	2. Pose such questions to the class as to modern day humans and their battle with the elements.	
understanding advantages and disadvantages of different jobs	3. Distribute the worksheet "Jobs and the Weather" to the students. (see attachment)	
	4. Allow students 10 minutes to make their decisions.	
2.2 Students will know the interrelationship of their role as workers, family members and citizens.	5. Discuss each job as to where students placed it. A large chart might be drawn on the chalk board. Be certain to draw upon student reasoning for their placement of jobs on the chart.	
understanding the influence of occupational choice on their future life-styles		
2.4 Students will know the characteristics of various occupations.		

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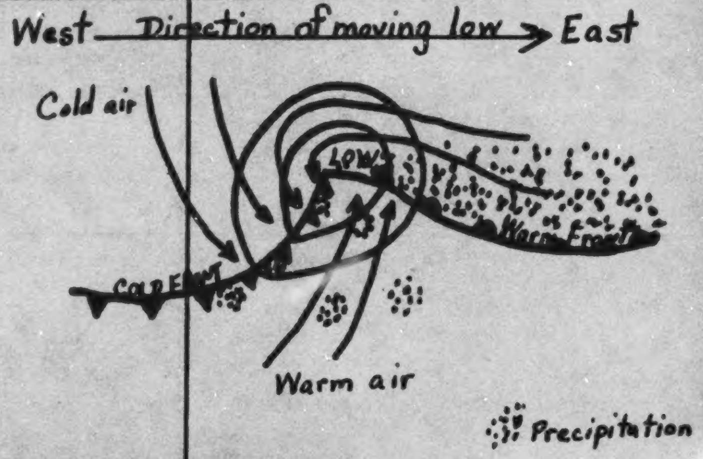
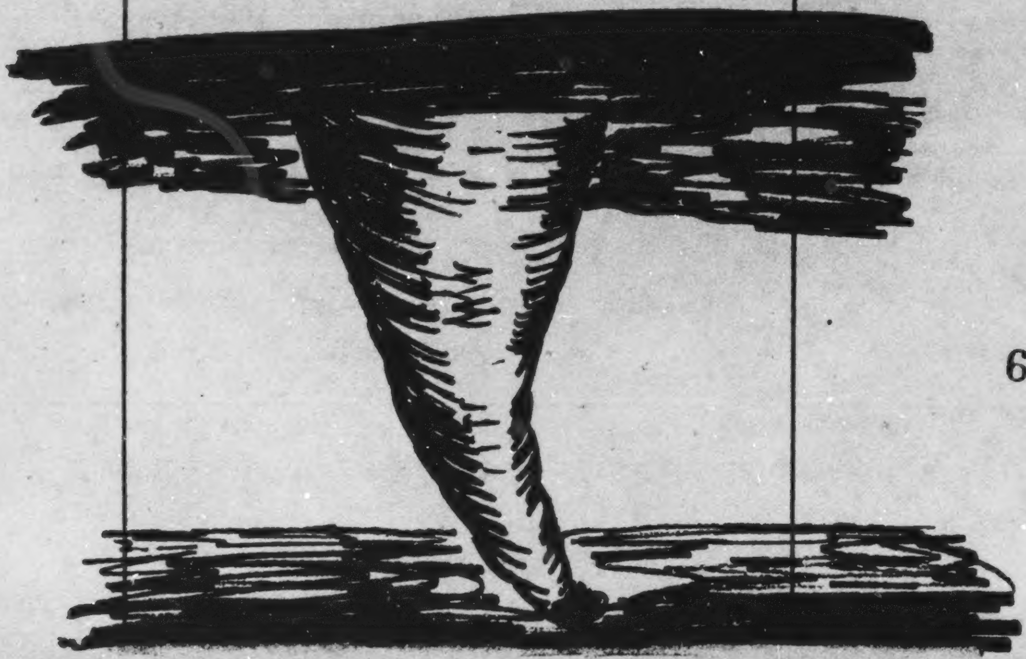
areer Education Infusion Strategies

EIS Title JOBS AND THE WEATHER

ubmitted by: Shirley Schaaf - D. Trantham

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
being able to compare their personal characteristics to the requirements of specific jobs 4.3 Students will know the prerequisites of a variety of occupations. knowing the special abilities necessary in order to enter various occupations		


West
Direction of moving low
East
Cold air
LOW
Warm Front
COLD FRONT
Warm air
Precipitation



JOBS AND WEATHER

There are some jobs that cannot be done when there is heavy rain or snow. Some workers are unable to do their work during heavy rain or snowfalls because bad weather interferes with their work.

DIRECTIONS: Put the following list of jobs under the correct heading according to whether each job can be performed in good weather only or whether it can be performed in good and bad weather.

airplane pilot
bricklayer
baker
office worker
postman
salesman
teacher
bridge builder
ditch digger
garbage collector
policeman
mechanic
snow remover
carpenter
carpenter
bus driver
milkman
porter
sales lady
taxi driver

GOOD WEATHER

BAD WEATHER

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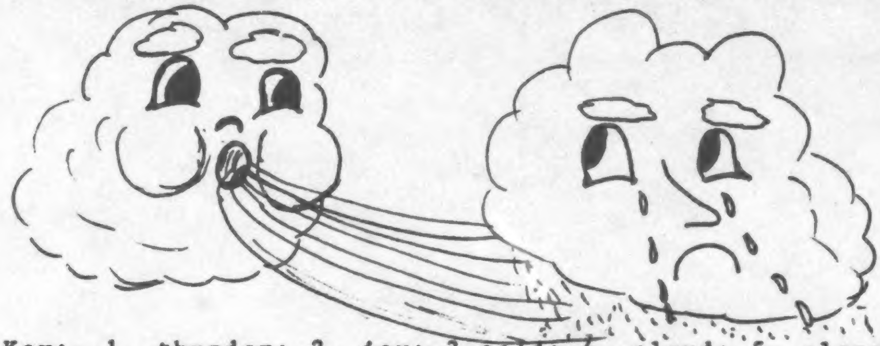
WEATHER FORECAST WORD GAME

In each sentence, find a word a weather forecaster might use.

1. Did you enjoy your ride in the Thunderbird?
2. Do you like spicy food?
3. Is the Doc old?
4. The cloudberry grows in the northern hemisphere.
5. Did you go to the clearance sale?
6. Mt. Rainer is in the Cascade Range.
7. She walked along the pleasant winding path.
8. Haile Selassie was an emperor of Ethiopia.
9. Do you like rice pudding?
10. A dryad was a nymph in Greek mythology.
11. Was he really an old fogy?
12. Brighton is a city in England.
13. August, you know, is the eighth month of the year.
14. Heather is grown in England and Scotland.
15. Was it a mistake?
16. Yes, Mogul may refer to a Mongolian.
17. Sunnyvale is a city in central California.
18. The stormy petrel is a small black and white bird.
19. Warmongers advocate war instead of peace.
20. Do you prefer a milder flavor?
21. Did you ever ride a snowmobile?
22. How many snapshots have you?
23. Have you ever caught a lightning bug?
24. Admiral Dewey defeated the Spanish fleet in Manila Bay.



Key: 1. thunder; 2. icy; 3. cold; 4. cloud; 5. clear; 6. rain; 7. wind; 8. hail; 9. ice; 10. dry; 11. fog; 12. bright; 13. gust or gusty; 14. heat; 15. mist; 16. smog; 17. sunny; 18. stormy; 19. warm; 20. mild; 21. snow; 22. hot; 23. lightning; 24. dew.

Aleta Slater - Instructor, January 1979

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SELF AWARENESS SUBJECT(S) Health GRADE LEVEL(S) 7

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Helen Cox

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will identify how their personal characteristics affect their relationships with others. knowing what others think of them and how it affects what they think of themselves 2.2 Students will know the interrelationship of their role as workers, family members and citizens. understanding the importance of work in their lives	1. Students write down a list of their own personality characteristics, interests, and special abilities. 2. Students make a list of health related careers and group them according to educational qualifications. 3. Make a written description of the responsibilities in one of the careers. 4. Discuss personal characteristics needed for that career. 5. Make a list of a few careers that they feel are good choices for themselves. Share with other students.	Booklet handout from a Career Education workshop Reference manual of counselors on Health Careers from the Kansas City Area Hospital Association

represents
life-giving
powers

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Sound Occupations SUBJECT(S) Science GRADE LEVEL(S) 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

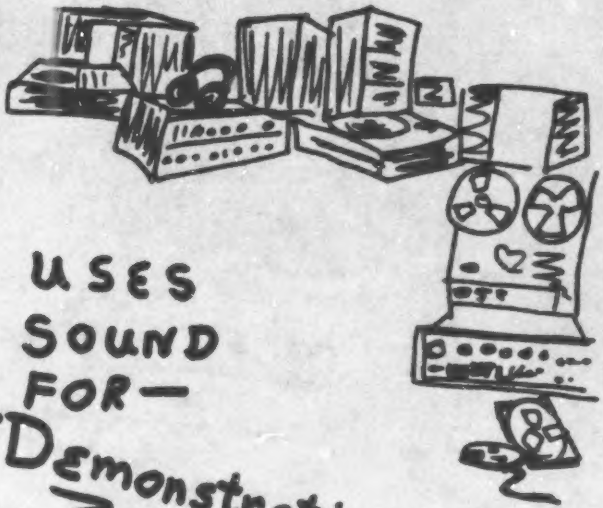
Submitted by: Alexander Klusman

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will understand the advantages and disadvantages of jobs. 4.3 Students will know the prerequisites of a variety of occupations.	Discuss and define sound, its basic characteristics and useful applications. Identify occupations or life situations where certain sounds are hazardous. Interview a worker who works with hazardous sounds and see what safety precautions are taken. Encourage students to bring pictures to class for a display of leisure time activities and occupations where sound is vital. Use overhead visuals to discuss occupations which depend upon sound.	**Overhead Visuals (attached):** "Musicians" "Music Equipment Salesman" "Telephone Operator" "Radio and Television" "Pilot and Air Control" "Policeman" "Bus Driver" "Secretary" "Newspaper Salesman"

MUSICIANS

MANY SOUNDS

Music Equipment Salesperson



USES
SOUND
FOR—

Demonstration

&

ADVERTISING

TELEPHONE OPERATOR

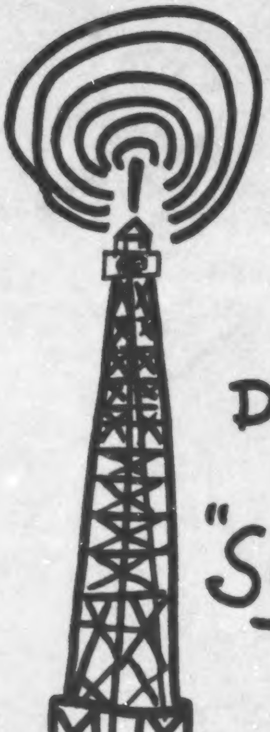
Uses MANY Sounds

As Well As Talking

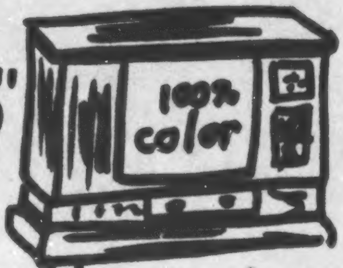
"RING________"

643

ALL RADIO
&
TELEVISION OCCUPATIONS

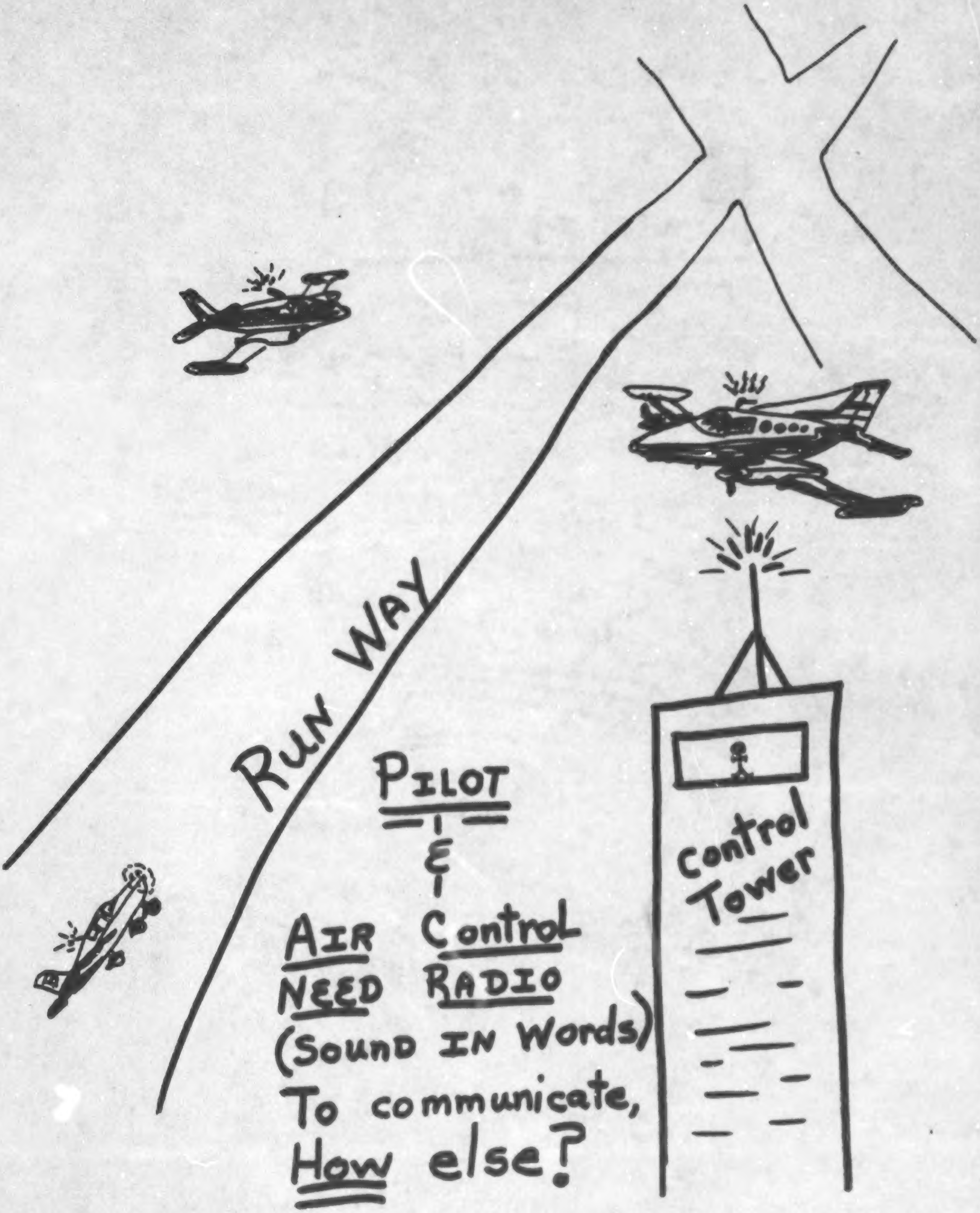


DEPEND
ON
"SOUND"



HOW & WHY?

614


Run Way
Control Tower

Pilot
&
Air Control
Need Radio
(Sound in Words)
To communicate,
How else?

POLICEMEN!

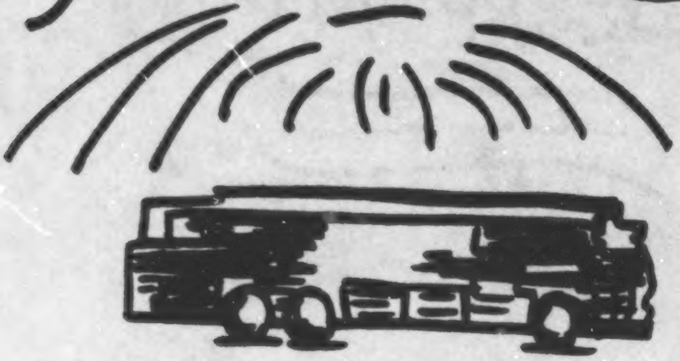
FIREMEN!

AMBULANCE DRIVER!

How Do They use "SOUND"?

616

Bus Driver



How Do They use "SOUND"?

The Metro

SECRETARY

How Do They use "Sound"?

618

NEWSPAPER

SALESMAN

Good News?

How Does He
Use "Sound"?

649

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Simple Machines and Levers **SUBJECT(S)** Science **GRADE LEVEL(S)** 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Alexander Klusman

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

4.1 Students will be able to function to their capacities in their school subjects.

4.3 Students will know the prerequisites of a variety of occupations.

ACTIVITIES AND EVALUATION PROCEDURES

Identify different types of machines and levers.

Discuss ways the machines and levers are used in life and occupations:

- Construction
- Crane operators
- Tow truck driver
- Carpenter
- Earth movers
- Sawmill workers
- Demolition workers
- Fence builders
- Movers
- Plumbers

Conduct lab experiments using the various machines and levers.

Identify the vocabulary associated with the machines and levers:

- Fulcrum
- Lever
- Power
- Pulley
- Movement
- Horse power
- Work
- Inclined plane
- Mechanical advantage
- Wheel and axle
- Resistance
- Effort
- Efficiency
- Wedge

Additional vocabulary words should be added when each different occupation is discussed.

MATERIALS AND RESOURCES

Bulletin Board:

Related occupations showing each type of machine or lever that is used. Indicate reference points of the effort, resistence, fulcrum, or points of power.

Display:

Simple machines, levers, incline planes, etc. used in various jobs. This is an excellent time for students to see and handle equipment before doing lab experiments.

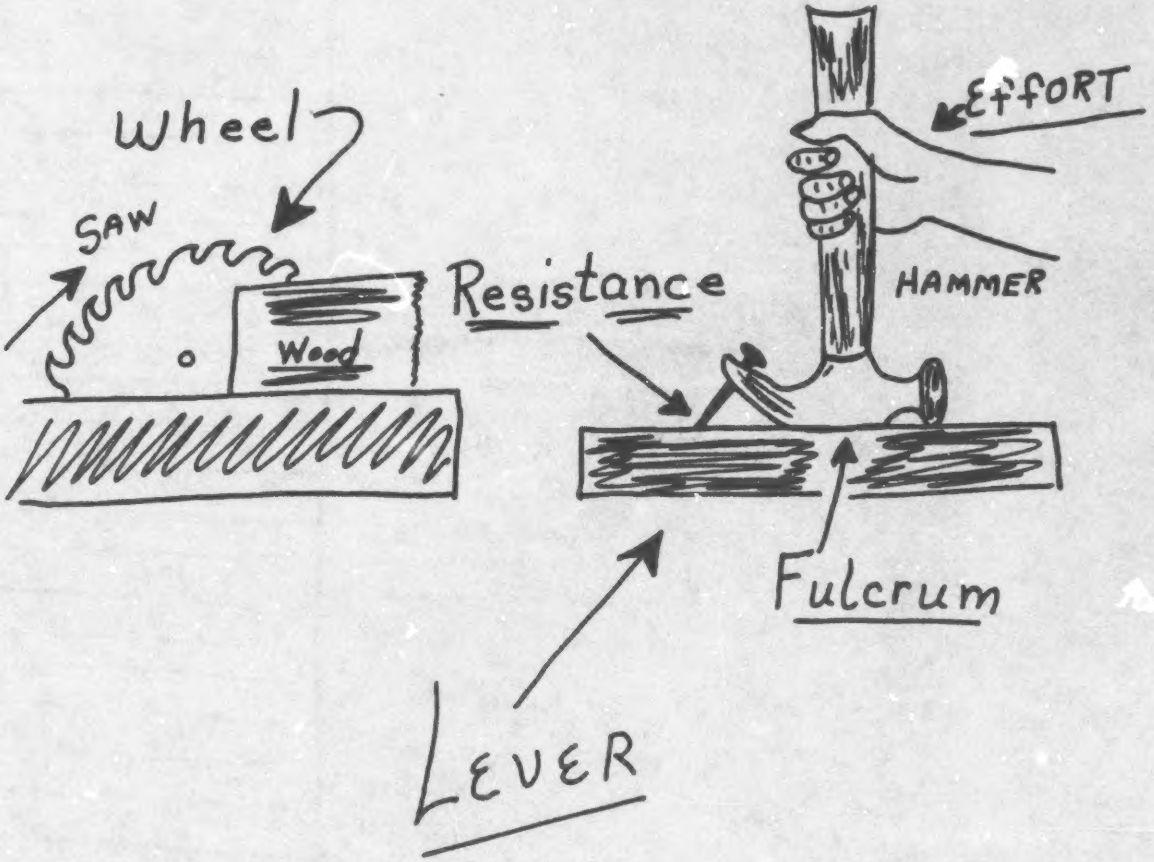
Overhead Visuals: (attached):

"Carpenters"
"Movers"
"Automobile Mechanics"
"Tow Truck Drivers"
"Plumber"
"Construction Workers"
"Pilot"

"CARPENTER"

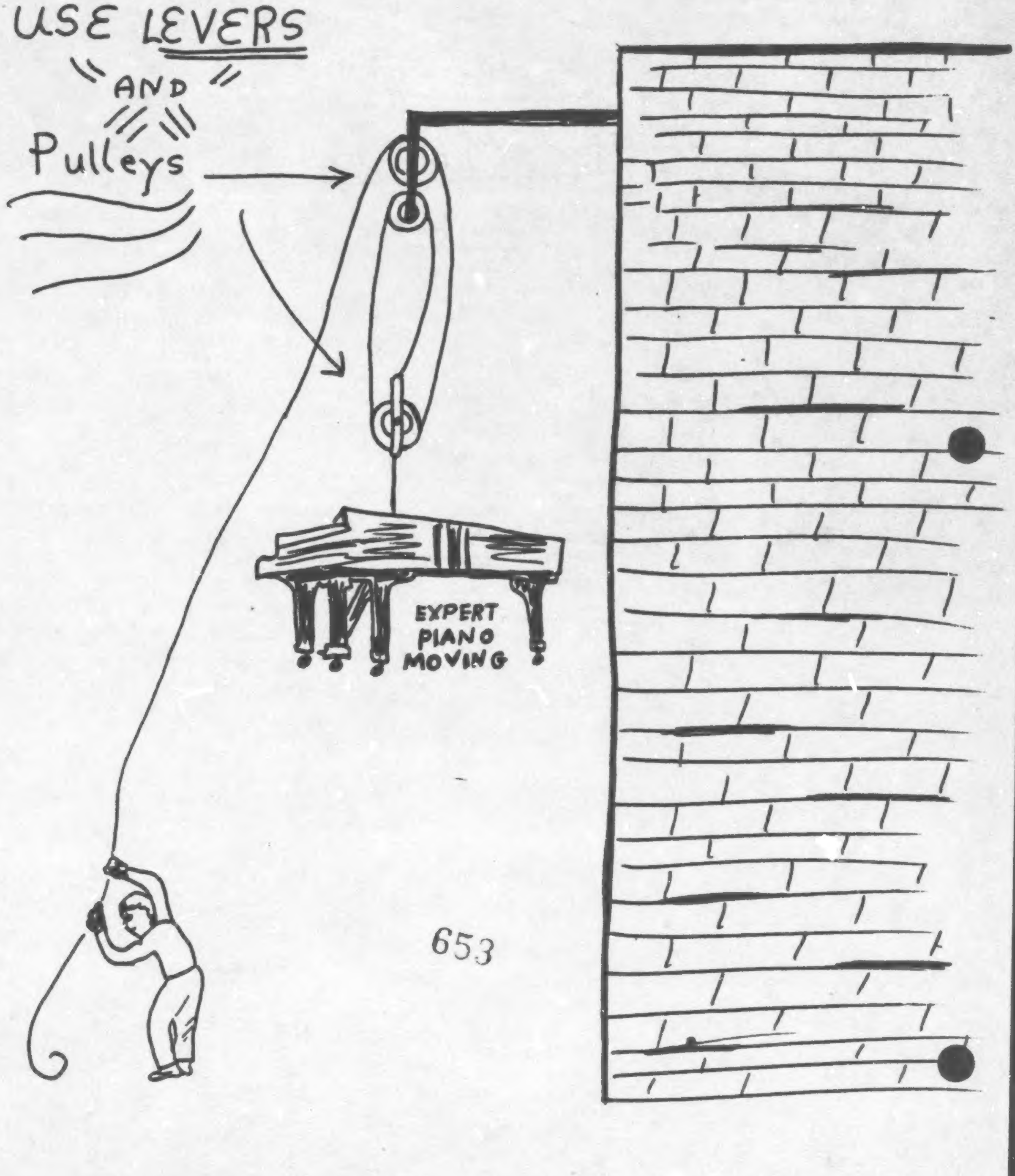
USES

Simple machines And Levers


Wheel
SAW
Wood
Resistance
Effort
HAMMER
Fulcrum
LEVER

652

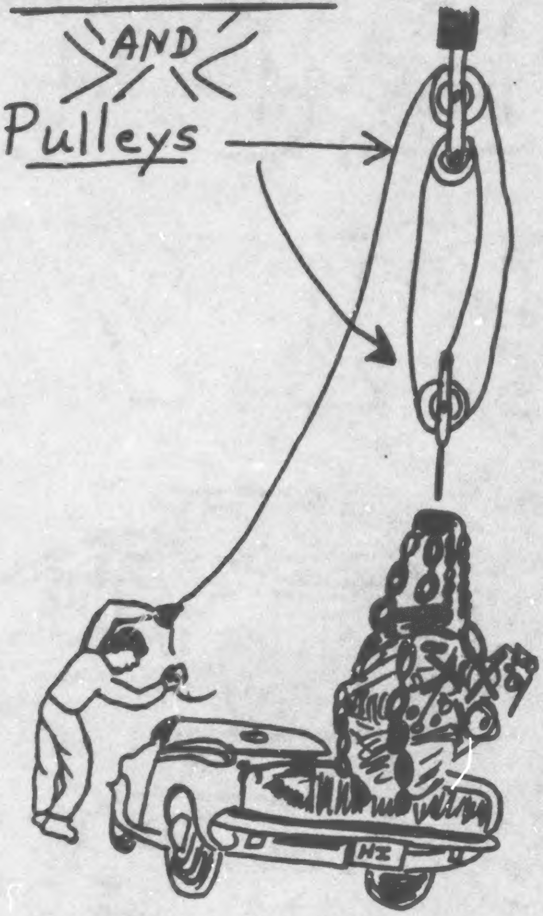
MOVERS


USE LEVERS
AND
Pulleys
EXPERT PIANO MOVING

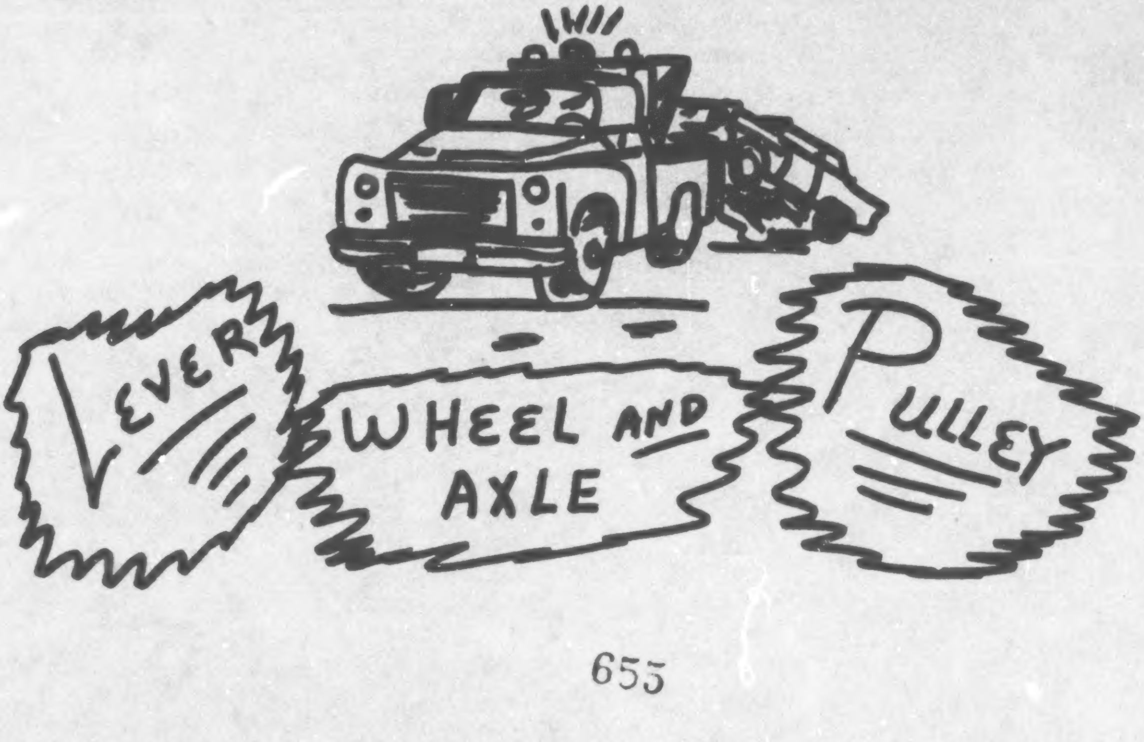
653

Automobile MECHANICS

USE LEVERS AND Pulleys



TOW TRUCK DRIVER


LEVER
WHEEL AND AXLE
PULLEY

PLUMBER

PLUMBING TROUBLE?

WRENCHES
ARE
LEVERS!!

CONSTRUCTION

OCCUPATIONS

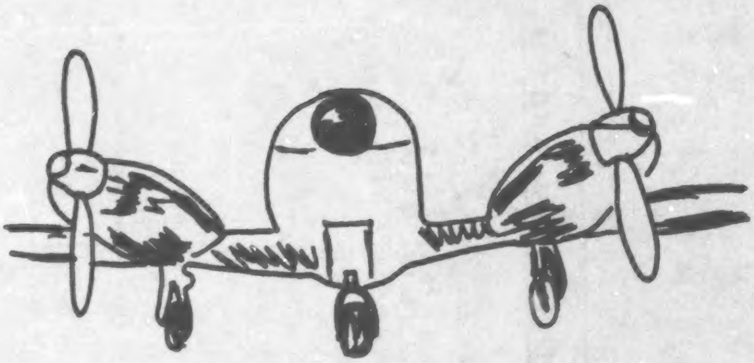
EXCAVATION

DEMOLATION

USE ALL TYPES OF
MACHINES AND LEVERS

657

PILOT



– WHEEL & AXLE –

WEDGE –

LEVERS –

PULLYS

658

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE KANSAS CITY- LET'S KEEP IT LIVABLE SUBJECT(S) Science GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

⊗ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Students will know the interrelationship of their role as workers, family members and citizens.	Divide students into small groups. Supply each group with a detailed map of Kansas City. Have copies of the yellow pages available. Assign each group the responsibility of locating certain elements of our community. Example: Group 1 - Factories Group 2 - Business areas Group 3 - Schools Group 4 - Hospitals Group 5 - Recreational Areas, Parks	Map of Kansas City Yellow pages
3.1 Students will be able to make effective decisions. identifying possible solutions to problems	Discuss and list problems students have seen in Kansas City regarding the environment. Divide the class into committees to determine what they as individuals can do to help protect and correct the environment. Group 1 - Air Pollution Group 2 - Water Pollution Group 3 - Littering Group 4 - Noise Pollution Group 5 - Beautification	
	As a class group or as individuals, execute a plan for helping correct one of the above problems.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MATH IN BASEBALL SUBJECT(S) MATH GRADE LEVEL(S) 7 and 8

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Ms. Sinnard

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.1 Students will be able to function to their capacities in their school subjects. developing effective study skills improving their understanding of what they read	1. Students will work baseball worksheets. 2. Choose a "World Series" year to report on. (Written and oral). a. teams involved b. number of games played c. number of hits by each team d. teams' overall batting averages for Series e. determine a player's batting average for two games note: Averages could be changed from one form to another - example: percentages to fractions f. observe new statistical records being set 	Worksheets "Sports 'n Things" Spirit Masters by Educational Insights Bulletin Boards Poster # 5 Arithmetic in Occupations by David C. Newton Above materials are avilable at the District Career Education Center.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREER IN MATH SUBJECT(S) Math GRADE LEVEL(S) 7 or 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Gloria Wardell

C. E. GOALS AND TEACHING POINTS

1.3 The students will be able to communicate openly with others

telling others more easily what they think and how they feel

2.4 Students will know the characteristics of various occupations

knowing what kinds of jobs they can enter when they are 16

knowing how much different jobs pay

being able to compare their personal characteristics to the requirements of the specific jobs

knowing where to get information about jobs

ACTIVITIES AND EVALUATION PROCEDURES

1. Use one class session to list occupations that involve math.
2. Use one class session in the library for resource, each person to do research on 25 occupations involving math, this research to use one page per occupation, containing:
   a. How math was used in that occupation
   b. Qualifications for the job (education and experience)
   c. Responsibilities of the job
3. Allow 3 weeks for individual research, on the student's own library access time or after school.
4. Allow one week for teacher evaluation of student research reports. (Possible help from English teachers)

   note: Evaluation Procedures (optional)

   a. following directions
   b. number of occupations
   c. neatness
   d. grammar and usage

MATERIALS AND RESOURCES

School Library

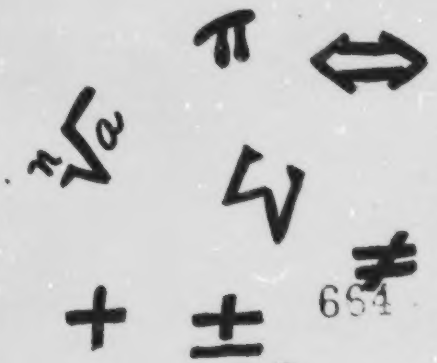
Public Library

Parents

Community Persons

Bulletin Boards (Teacher made)

Businesses



ONTINUED
areer Education Infusion Strategies

EIS Title CAREER IN MATH

ubmitted by: Gloria Wardell

.E. GOALS AND TEACHING POINTS

3.2 Students will relate present planning to future outcomes

knowing how present aptitudes and interests relate to their plans for the future

knowing how courses they take now relate to their future plans

developing personal goals for the future

having money for the things they want

4.3 Students will know the prerequisites of a variety of occupations

knowing what courses relate to the types of wok they plan to do

being aware of occupational training available in their high interest areas

knowing the amount of education needed for various occupations

knowing the special abilities necessary in order to enter various occupations

ACTIVITIES AND EVALUATION PROCEDURES

Extra Credit

1. Have students select one occupation of their special interest, and do research on this occupation, going into more detail than above about:
   a. The math skills needed for the job
   b. The role math plays in getting the job done
   c. What work you do on the job
   d. What the rewards of the job are
   e. Other pertinent information

2. This research may result in a report the student makes at the end of 4 weeks, or by student finding an expert in that field to make details a - e available to the class. One or two class periods per week may be used for these presentations.

3. Have students bring in expert, be responsible for recording the presentation, reviewing the presentation, and writing a report showing how details a - e were presented to the class.

MATERIALS AND RESOURCES

$ x ¢ = ?

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE TIME CARD EXPERIENCE SUBJECT(S) Math GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Juanita Williamson - D. Trantham

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function in a variety of situations.

standing up for their beliefs and rights

2.1 Students will relate occupations to the needs and function of society.

understanding advantages and disadvantages of different jobs

2.3 Students will be able to identify the function of leisure time in their lives.

knowing the value and benefits of leisure time.

2.4 Students will know the characteristics of various occupations.

ACTIVITIES AND EVALUATION PROCEDURES

1. Have students prepare a time card and then show how to use it. If possible keep the time clock for a specific duration of time and allow students to use it daily.
2. Have students record time on their own student time sheet or card. Instruct students on time-in and time-out.
3. Teach students how to complete lapsed time in round figures both from time card and student time sheet.

NOTE: Manila envelopes on a bulletin board work nicely for keeping time cards by student name.

MATERIALS AND RESOURCES

1. 5 by 8 index cards
2. Time Clock (optional)
3. Student Time Card
4. Manila envelopes
5. Bulletin board space

CONTINUED
Career Education Infusion Strategies

CEIS Title TIME CARD EXPERIENCE

Submitted by: Juanita Williamson - D. Trantham

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
being able to compare their personal characteristics to the requirements of specific jobs		
3.3 Students will recognize the need for flexibility in planning.		
allowing for flexibility in planning		
3.4 Students will assume the responsibility for their planning.		
assuming responsibility for making immediate plans as well as long range plans		
4.4 Students will demonstrate an ability in pre-employment skills.		
knowing what habits and attitudes employers like		

STUDENT TIME CARD

Name

Employee No.

Month

Week of

	Mon	Tues	Wed	Thur	Fri	O.T.	Total
IN							
OUT							

Week of

	Mon	Tues	Wed	Thur	Fri	O.T.	Total
IN							
OUT							

Week of

	Mon	Tues	Wed	Thur	Fri	O.T.	Total
IN							
OUT							

Week of

	Mon	Tues	Wed	Thur	Fri	O.T.	Total
IN							
OUT							

Week of

	Mon	Tues	Wed	Thur	Fri	O.T.	Total
IN							
OUT							

(Signature)

Total for Month

671

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE BASE PAY SUBJECT(S) Math GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf - D. Trantham

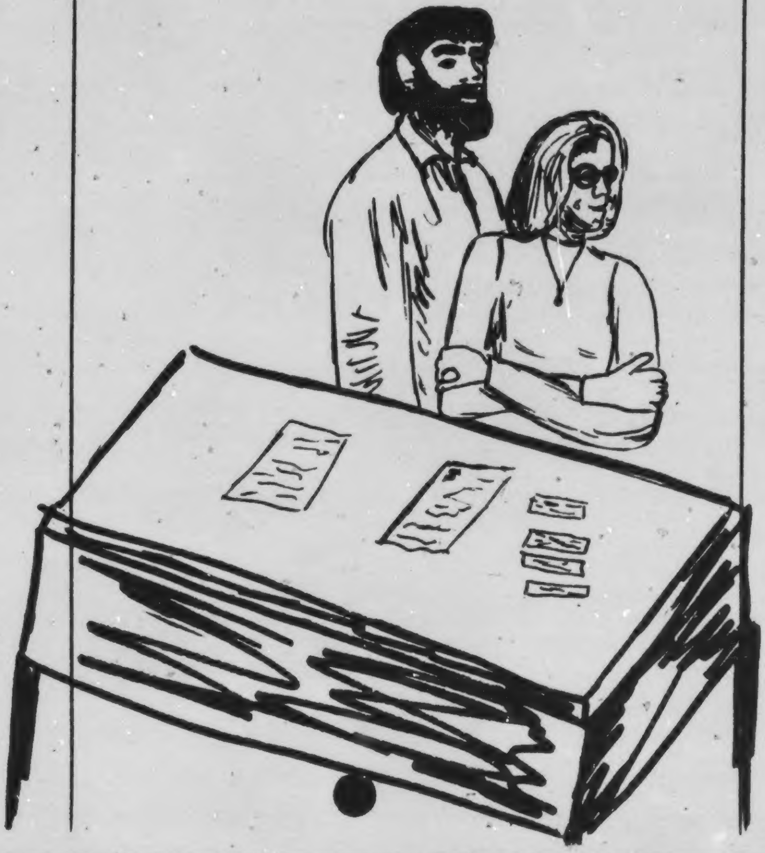
C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society.	1. Explain that since most people in the world of work receive their pay on a base pay set-up that any such experience is good practical education.	1. Copies of "Base Pay" worksheet. One copy for each student in the class.
understanding advantages and disadvantages of different jobs	2. Hand out the "Base Pay" worksheet. One copy per student.	
2.2 Students will know the interrelationships of their role as workers, family members and citizens.	3. Work both samples given on the board so students can observe functions used. 4. Allow a twenty (20) minute work session. Then collect work or exchange papers for correction.	
understanding their rights as citizens	5. Call for oral answers for the final question given at the bottom of the work page.	
2.4 Students will know the characteristics of various occupations.		
knowing how much different jobs pay		
being able to compare their personal characteristics to the requirements of specific jobs.		

ONTINUED
areer Education Infusion Strategies

EIS Title Base Pay

ubmitted by: Shirley Schaaf - D. Trantham

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.4 Students will know the characteristics of various occupations. knowing where to get information about jobs		



BASE PAY

Base pay means the money you earn for the regular work that you do each hour, day or week. This base pay increases (becomes bigger):

1. When you get a raise in pay.
2. When you work certain special days or special hours for which you are given extra pay.

The base pay does not become less, because base pay means the amount of money to which any increase in pay is added. It is the pay on which you build as you earn more money.

You should know how to find the amount of money you could earn if you had to work special hours or days for which you may receive:

1. time and a half
2. double time

It is not hard to do this once you understand the meaning of:

1. Base Pay
2. Time and a Half
3. Double time

Think of base pay as the pay to which you add money when you are told that you will get an increase in pay.

Think of time and a half as your base pay (your regular pay) plus as extra ½ of your regular pay. Suppose your base pay or regular pay is $1.70 an hour. Now you have to add ½ of your pay which is .85¢. Your total for time and a half for each hour worked is $2.55.

Think of double time as meaning double your base pay, or two base pays, or twice your regular pay. If you earn $1.70 an hour and you get double time you will earn $3.40 an hour.

Practice what you have learned.

Base Pay	Time and a Half	Double Time
$2.60 / hour		
$1.60 / hour		
$2.25 / hour		
$1.65 / hour		
$1.80 / hour		
$5.80 / hour		
$9.60 / hour		

When do you think an employer might be willing to pay Time and a half? - Double Time?

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SIMULATED BOWLING **SUBJECT(S)** Math **GRADE LEVEL(S)** Junior High

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**
○ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Jim Crain

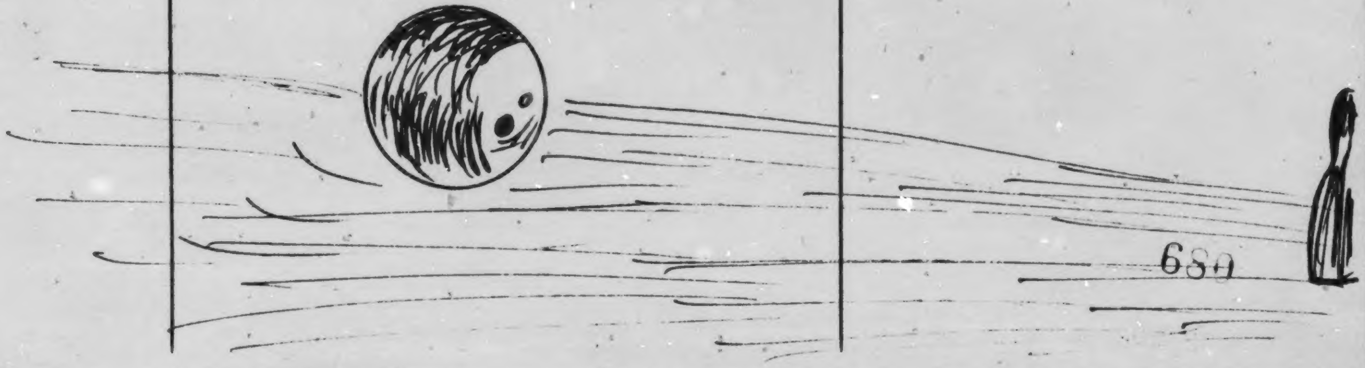
C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.3 Students will be able to identify the function of leisure time in their lives.	1. Obtain enough score sheets from bowling alley for ½ of a class.	Bowling score sheets
developing skills which will allow them to choose and enjoy hobbies	2. Make squares from heavy paper numbered from 0-10 - enough sets of these for ½ of a class.	Heavy paper containers
	3. Obtain a container of some sort for each set of numbers from which they may be drawn easily (a box top, etc.).	
4.1 Students will be able to function to their capacities in their school subjects.	4. Explain the mechanics of scoring bowling to the class.	
4.2 Students will be able to apply basic academic skills to daily living tasks.	5. Divide the students in a class into pairs, (groups of 3, 4, or 5 could be used if preferred).	
	6. Provide each pair of students with a score sheet, a set of numbers, and a container.	
	7. Have one student in each pair fill out the score sheet.	
	8. Have one student in each pair place the numbers in the container face down.	
	9. Have each pair of students bowl a full line (10 frames): a. One student will draw a number to indicate the number of pins knocked down with the 1st ball; the same student will draw another number to indicate the number of pins knocked down by the 2nd ball if necessary.	

CONTINUED
Career Education Infusion Strategies

CEIS Title SIMULATED BOWLING

Submitted by: Jim Crain

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	b. The other student in the pair will keep score. c. Repeat (a) and (b) with the students in each pair reversing roles. 10. Continually check their scoring as the activity progresses.	



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE STATISTICAL GRAPHS SUBJECT(S) Math GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and function of society.	Display statistical graphs used by business, sales, sports, insurance companies.	Examples of graphs
2.2 Students will know the interrelationship of their role as workers, family members and citizens.	Discuss how data is collected, put on a graph and the results analyzed to make some deductions. Have the students collect graphs; find out the source of the graph; why it was made; tell what generalizations of deductions can be made by looking at the graphed results. Display in the room with a written explanation of each.	
4.1 Students will be able to function to their capacities in their school subjects. 4.3 Students will know the prerequisites of a variety of occupations.	Give the students a list of careers that require the use of reading or analyzing graphs. Have students to select one and find what education is required. Design a bar graph showing this information.	Library
	Discuss the job of a pollster. Assign students a territory (their block, a classroom, etc.) to poll people on their favorite brand of toothpaste. Graph the results, giving percentages for each brand. Draw conclusions from the results.	

CAREER EDUCATION INFUSION STRATEGIES

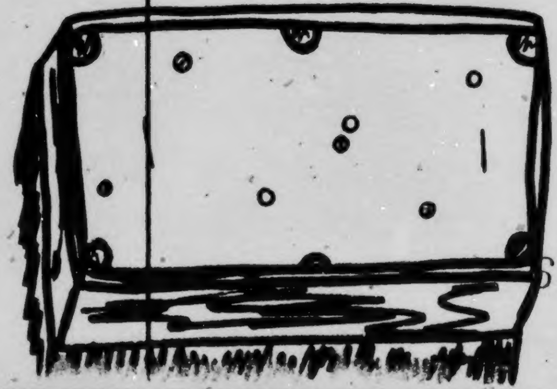
C E I S TITLE GEOMETRIC RELATIONSHIPS SUBJECT(S) Math GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

⊗ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.3 Students will be able to identify the function of leisure time in their lives.	Display pictures of leisure time activities and careers that make use of angles. Such as: navigators, pilots. astronomers, skiers, pool players, basketball players, designers, ice skaters, interior decorators.	
3.2 Students will relate present planning to future outcomes.	Discuss, using the display, how some activities can be used for leisure time or as a career.	
4.1 Students will be able to function to their capacities in their school subjects.	Use a drawing of a pool table with the balls in given position and dotted lines going to the shots. Ask students to measure and name angles where the balls would touch.	Drawing of a pool table
	Interview someone who used angles in their leisure time or work activities.	



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE FRACTION SATISFACTION SUBJECT(S) Math GRADE LEVEL(S) 7th

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
4.2 Students will be able to apply basic academic skills to daily living tasks. 4.3 Students will know the prerequisites of a variety of occupations.	Discuss with students the type of jobs which would require some basic knowledge of fractions. Such as: Gas station attendant, Engineers Pharmacist, Jewelers Homemaker, Fabric salesperson Cook, Carpenter Surveyors, etc.	
	Interview one of the workers to receive information on how fractions are helpful to them.	
	Give students a recipe and have them use multiplication and division to increase or decrease portions.	Recipe

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE REAL ESTATE **SUBJECT(S)** Math **GRADE LEVEL(S)** 7 -8th

Career Education Learning Areas: ○ **Self Knowledge** ○ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Frances Cowan

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.2 Students will identify how their personal characteristics affect their relationships with others.	List and discuss real estate terms (include; financing, interest, title work, insurance, recording, etc.). Identify types of real estate property.	Attached materials Sample of listings, closing statements, contracts, etc. Yellow pages
know how words and actions affect others	Investigate the regulations and controls for licensing..	Additional materials available from the Career Education Center.
2.1 Students will relate occupations to the needs and functions of society.	Discuss (1) services performed by a real estate salesperson (listing, selling, showing, closing), (2) salary and commission systems, etc.	
know how occupations are important to our community.	Brainstorm for career possibilities in this field, such as a broker, appraiser, photographer, etc.	
4.3 Students will know the prerequisites of a variety of occupations.	Discuss the importance of personality traits in relationship to the real estate business. Check the yellow pages to see how many real estate businesses are listed. How great is the competition?	
know what school courses relate to the types of work they plan to do.	Interview a real estate agent.	

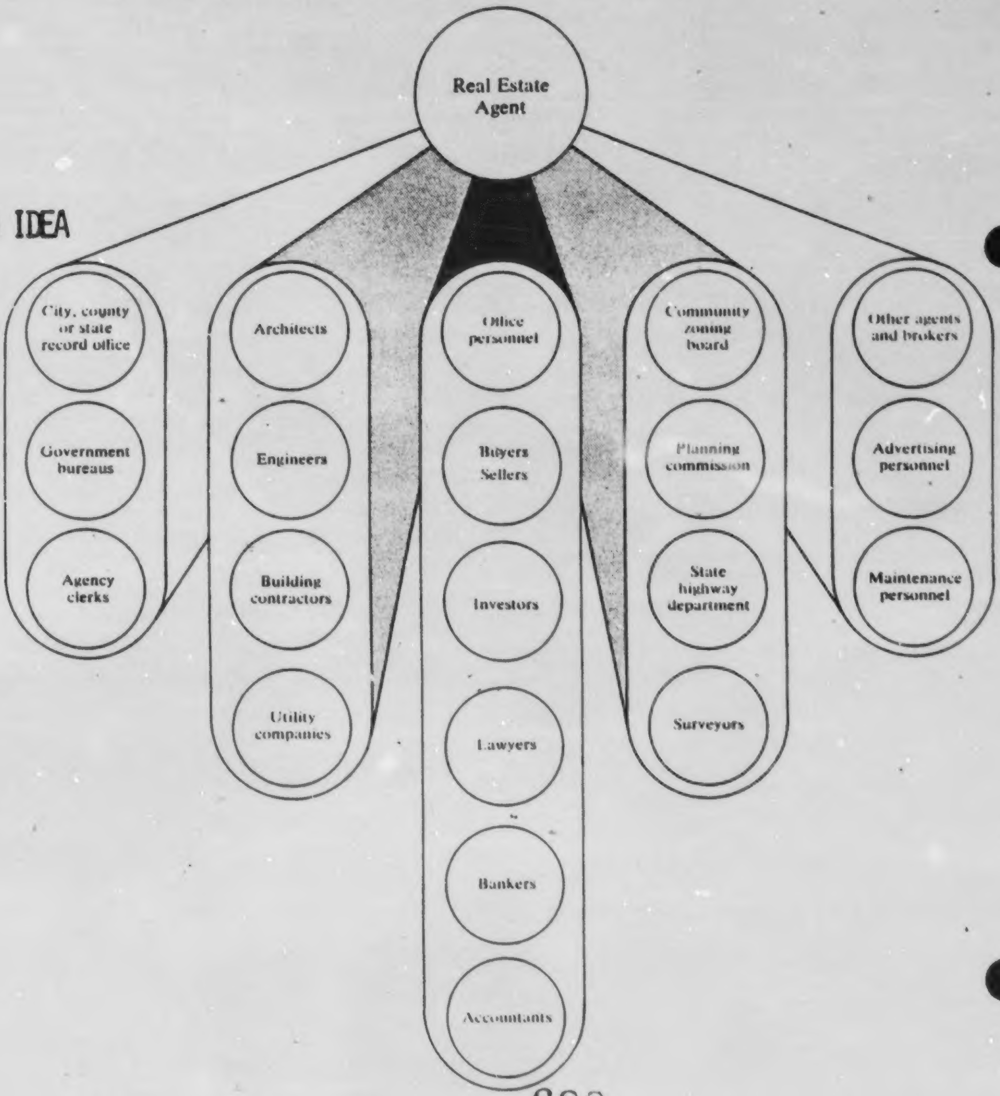
People You Work With

If real estate appeals to you as an occupational choice, you surely want to know the different kinds of people you will be working with, and how your job will relate to theirs.

If you work in a small or large real estate firm, there will always be the office staff which takes care of some administrative business, but you will be responsible for some of your own record-keeping, appointment-making and other business arrangements. Your work will bring you in contact not only with the public whom you wish to sell to or buy from, but with the large group of professional and business people whose work relates to real estate.

Lawyers and bankers are the professionals real estate agents deal with most frequently. When a piece of property is bought or sold, both parties sign a sales agreement: the agreement is a binding legal contract. Naturally, both the buyer and seller are cautious before they sign a sales agreement; their lawyers scrutinize the sales contract. Is the price the one agreed upon? If rugs or other furnishings are to be left in the house, is this stated in the contract?

BULLETIN BOARD IDEA


Real Estate Agent
City, county or state record office
Government bureaus
Agency clerks
Architects
Engineers
Building contractors
Utility companies
Office personnel
Buyers Sellers
Investors
Lawyers
Bankers
Accountants
Community zoning board
Planning commission
State highway department
Surveyors
Other agents and brokers
Advertising personnel
Maintenance personnel

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Name____
Date____
Hour____

REAL ESTATE

Unscramble the following words:

1. gstilni	1.
2. gancinfin	2.
3. letit	3.
4. slcogni	4.
5. ursancien	5.
6. okrbre	6.
7. amlasens	7.
8. testae	8.
9. ubrye	9.
10. etsterin	10.
11. eaiprsarp	11.
12. atgorohprhep	12.
13. omcsmoisni	13.
14. rtcotnca	14.
15. ycgnea	15.
16. yralwe	16.
17. vtsgaidnire	17.
18. ytrnoa	18.
19. oyterprp	19.
20. mlacmcireo	20.
21. otirnser	21.
22. ngnzoi	22.

Answer Sheet To Real Estate Scrambled Word Game

1. Listing
2. Financing
3. Title
4. Closing
5. Insurance
6. Broker
7. Salesman
8. Estate
9. Buyer
10. Interest
11. Appraiser
12. Photographer
13. Commission
14. Contract
15. Agency
16. Lawyer
17. Advertising
18. Notary
19. Property
20. Commercial
21. Investor
22. Zoning

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE HOW TO READ SIGNS THROUGH SYMBOLS- I **SUBJECT(S)** READING **GRADE LEVEL(S)** 3 through adult

Career Education Learning Areas: ☒ **Self Knowledge** ☒ **Life Roles, Settings and Events** ○ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function in a variety of situations.

2.1 Students will relate occupations to the needs and functions of society.

4.1 Students will be able to funciton to their capacities in their school subjects.

4.2 Students will be able to apply basic academic skills to daily living tasks.

ACTIVITIES AND EVALUATION PROCEDURES

TEACHER DIRECTED ACTIVITIES
LESSON I

1. Make copy of Worksheet, "How to Read Signs Through Pictures" (attached) for all students.
2. Read all of the Worksheet to the students while the student's eyes are on the picture(attached).
3. Discuss the issues in the article (concerning the thief).
4. Do the vocabulary exercise, Part I on Worksheet, "How to Read Signs through Pictures" (attached).
5. Read Lesson 1, "What Are Signs?" (attached).
6. Discuss orally the following:
    1. Words used
    2. Color
    3. Shape
    4. Where placed
    5. Size
    6. Necessity
7. Review lesson by doing second page of attached worksheet, "How to Read Signs through Pictures".

MATERIALS AND RESOURCES

Worksheet:
"How to Read Signs through Pictures" (2 pages)

Articles:
Picture of boy running and article
"What Are Signs?" (2 pages)

WORKSHEET
LESSON I

HOW TO READ SIGNS THROUGH PICTURES

I. Vocabulary:

Directions: Pronounce each word using the dictionary pronunciation that follows each word then write a definition that you understand for each word.

1. arrow(ar'ō)
2. center (sen'tər)
3. double (dub'l)
4. information (in'fər mā' shən)
5. mailbox (māl'boks)
6. purpose (per'pəs)
7. sign (sīn)
8. simple (sim'pl)
9. whole (hōl)
10. caution (kô shən)
11. safety (sāf tē)
12. highway (hī' wā)
13. building (bil'ding)
14. maximum (mak' sə məm)
15. minimum (min'ə məm)
16. exit (eg'zit) or ek' sit)
17. merge (merj)
18. construction (kən struk' shən)
19. detour (dē' tur)
20. clearance (klir' əns)
21. hospital (hos' pit 1)
22. fragile (fraj' əl)
23. beware (bi wār)
24. emergency (i mer' jən sē)
25. admittance (ad mit' nc)
26. delivery (di liv' ar ē)

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II. GET THE FACTS.

A. Fill in the blanks.

1. The purpose of a sign is to ________________ something to someone.
2. A sign gives us much ________________ in a few words.
3. Sometimes a ________________ is used in place of words.
4. There are many ______________ of signs.
5. A sign gives us information if we can ____________ the sign.

B. Name four places that signs can help us.

1.
3.
2.
4.

UNDERSTANDING MAIN IDEAS

C. Make four signs that are made with pictures or marks.

1
3
2
4

D. Make four signs, each of which is written with one word.

1.
3.
2.
4.

E. Write a sign that you have seen in each of these places. Do it on the back of this sheet.

1. Store 2. Street 3. Post office 4. Bank

695

2

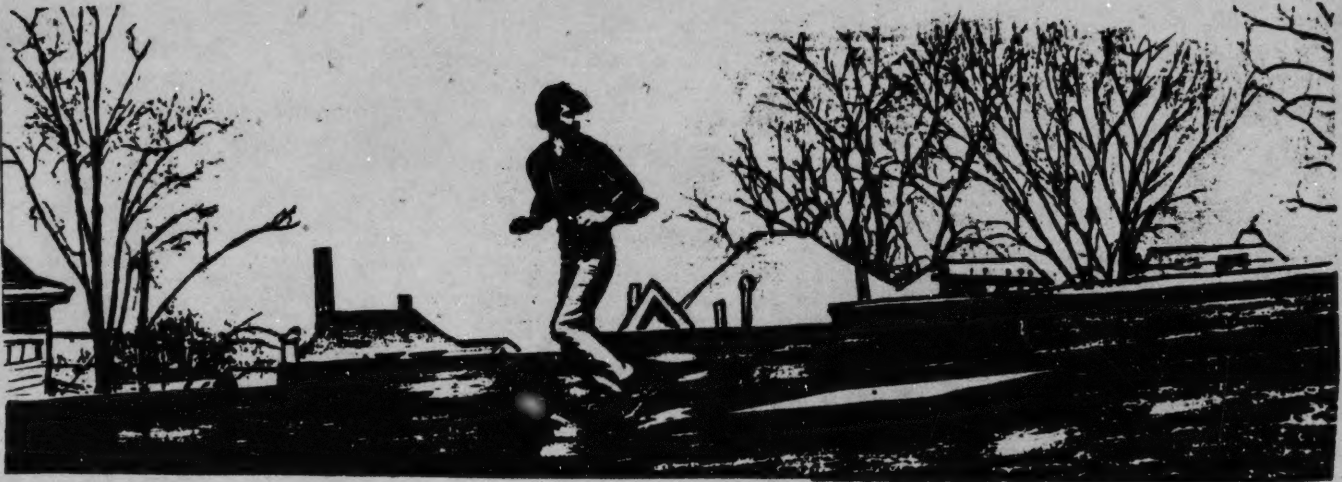


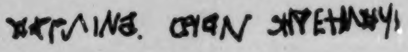
Photo by Robert Andrews

Stop, thief!

The policeman shouted at the young man, but he didn't pay attention. He ran across the top of the building and into a doorway.

Suddenly, the youth was falling into a black hole. He hit the bottom and was knocked unconscious. When the police found him, both legs and three ribs were broken.

The youth had seen a sign painted in big red letters. To him, it looked something like this:



He was illiterate, and couldn't read the message:

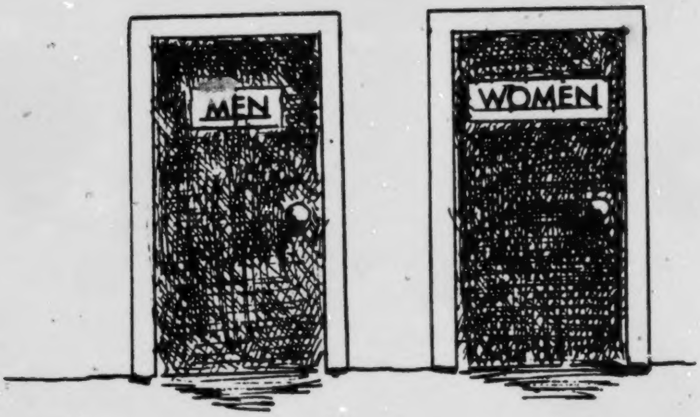
WARNING! OPEN SHAFTWAY!

While he was in the prison hospital, a volunteer teacher began to teach him to read. By the time he was completely well, he could also read pretty well.

This happened on a TV show. But real-life accidents happen every day because people can't read. Sometimes the good reader finds signs that are hard because they have hard words in them.

696

What Are Signs?



What do signs mean to you?

Why do you want to read signs?

How do you read signs?

For example, when you see the word *men* in a story, what does the word mean to you?

When you see the word *MEN* on a little sign on a door, does the word have another meaning to you?

Many signs have just one word. But this word has a big meaning. One word on a sign tells you as much as a whole sentence in a story.

Sometimes signs have no words at all.

Sometimes, just numbers.

Sometimes, just letters.

Sometimes signs have just a mark, such as an arrow.

A very simple highway sign is a solid yellow line. What does this sign mean to you?

What does the solid yellow line mean to you when it is on your side of the center line of the highway?

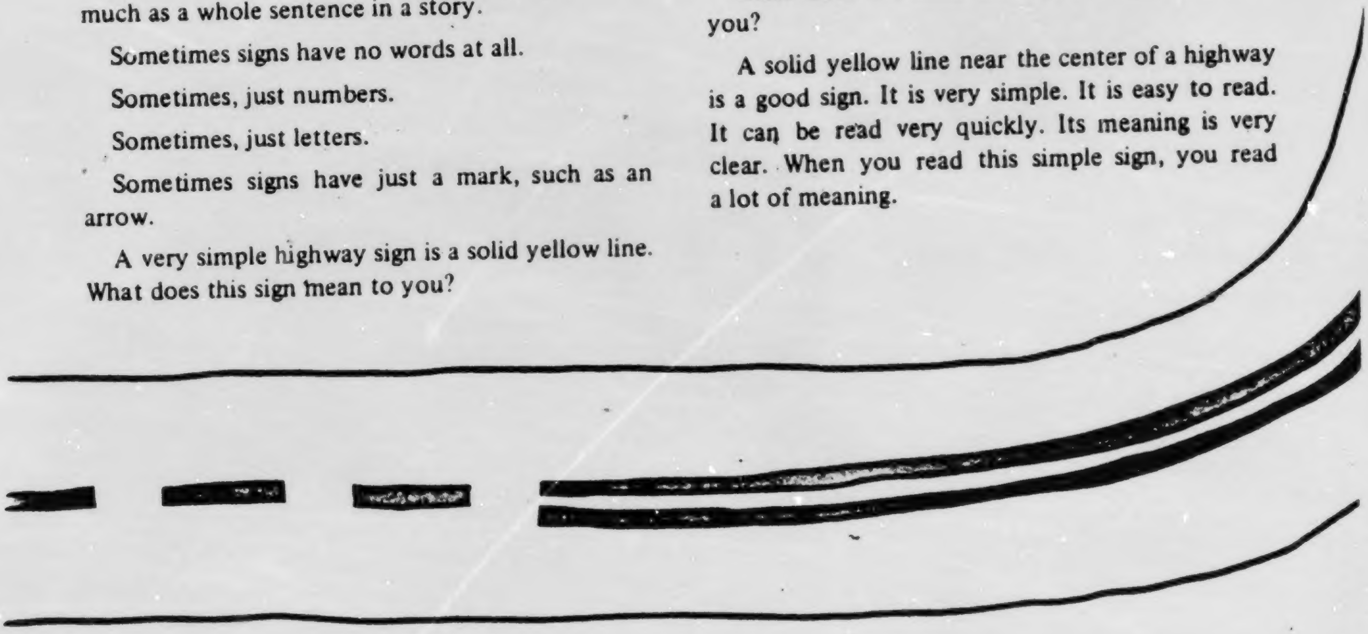
What does the beginning of the solid yellow line mean to you?

What does the far end of the solid yellow line mean to you?

When a solid yellow line is on the far side of the highway center line, what does it mean to you?

What does a double solid yellow line mean to you?

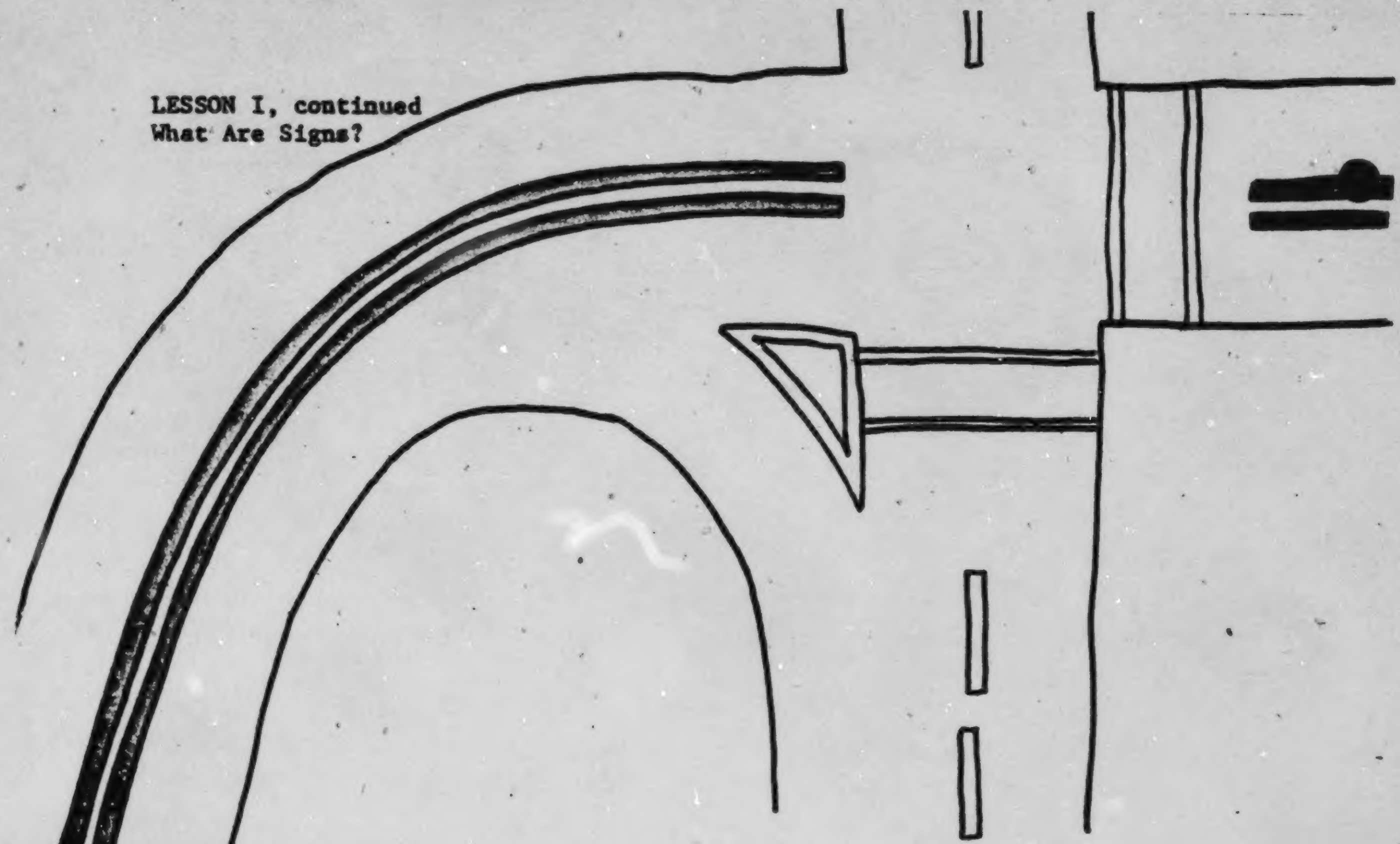
A solid yellow line near the center of a highway is a good sign. It is very simple. It is easy to read. It can be read very quickly. Its meaning is very clear. When you read this simple sign, you read a lot of meaning.

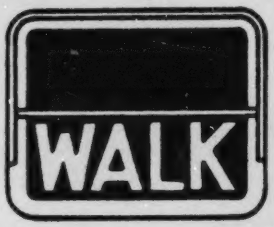


697

GO TO PAGE 2

LESSON I, continued
What Are Signs?





A sign is a board or marker to give information to persons who see it.

The purpose of a sign is to tell something to someone.

A sign gives much information in a few words. A mark like a simple picture is sometimes used in place of words.

But a sign does not give information to everyone. A sign gives information only to persons who can read the sign.

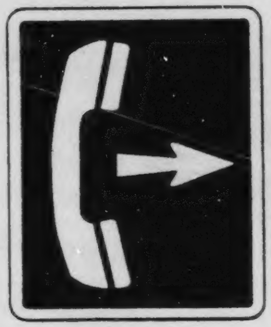
Now we are learning to read signs. Now we are learning to understand the meaning of signs.

Signs are of many kinds.

The numbers on a house are a kind of sign. How do you use numbers on a house?

A name on a mailbox is a sign. What is this kind of sign good for?

Signs can tell us what we want to know if we look for them and read them. Signs help us on streets and highways. Signs help us when we are in the post office, in the bank, and in stores.



CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE HOW TO READ SIGNS THROUGH SYMBOLS II SUBJECT(S) READING GRADE LEVEL(S) 3 through adult

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function in a variety of situations.

4.1 Students will be able to function to their capacities in their school subjects.

4.2 Students will be able to apply basic academic skills to daily living tasks.

ACTIVITIES AND EVALUATION PROCEDURES

TEACHER DIRECTED ACTIVITIES
LESSON II

1. Make copies of Worksheets, "Highway and Safety Signs" (2 pages attached) and "Get the Facts" (2 pages attached), for each student.

2. Have each student in the class pick out a sign from one of these worksheets(from #1) and read it to the class. The student must also be able to tell where the sign would be found and why the sign is used.

3. Review the vocabulary words from Lesson I(copy attached). Pronounce each word and review the meaning.

4. Read the Worksheet, "Safety Signs" (attached), and discuss.

5. Compare the words "Safety Signs" with "Information Signs".
    a. Look up definition of each word.
    b. Where would you find each kind of sign.
    c. Why are safety signs needed?
    d. Why are information signs needed?

6. Review lesson by doing Worksheet,"Get the Facts", (attached).

MATERIALS AND RESOURCES

Worksheets:
"Get the Facts" (2 pages)
"Highway and Safety Signs" (2 pages)
"Safety Signs"
"Information Signs"
(Pictures of signs from Reading For Living; 1974; New Readers Press; Syracuse, N.Y.)

"Vocabulary" from Lesson I

II. GET THE FACTS

A. Fill in the blanks after reading pages 6-9.

1. The purpose of safety signs is to keep us free from ____________________ and ____________________.

2, Simple signs often have important ____________________.

3. A road used when the regular road is closed is called a ____________________.

4. The abbreviation mph on a road sign means ______________________________.

5. If you want to find the way out of a building in case of fire you look for the sign that says ________________________.

UNDERSTANDING MAIN IDEAS

B. Look at the information signs on page 9. Write some of these signs uder the following headings;

1. Names of buildings

2. Places to eat

3. Hospital signs

4. Signs about employment

5. Signs which tell not to do something

C. Draw a line under the word which means the opposite of the first word.

1. exit	Public	entrance	drive	office
2. private	quiet	apply	public	parking
3. receiving	entrance	private	emergency	sending

D. Write five safety signs to help people who drive automobiles.

1.

2.

3.

4.

5.

E. Write three safety signs to help workers in a factory.

1.

2.

3.

F. Write two safety signs which you might find on bottles.

1.

2.

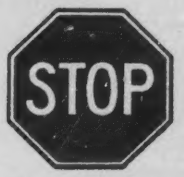
G. Write three highway or safety signs which are not given in you lesson.

1.

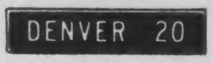
2.

3.

Lesson 2



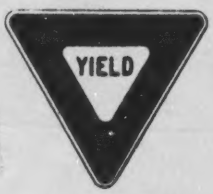
Highway and Safety Signs

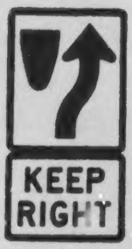


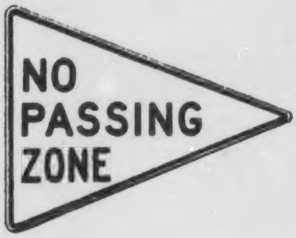
Many signs are very simple. But these simple signs have important meanings.

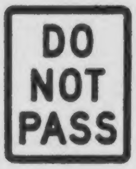
Some street and highway signs are shown on these pages.

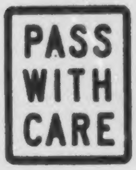
What do these signs mean to you?

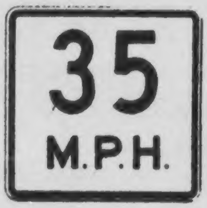


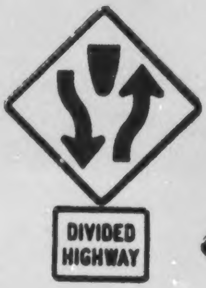


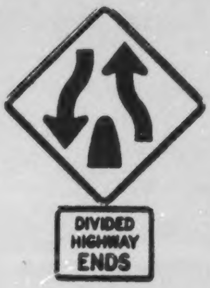

NO PASSING ZONE

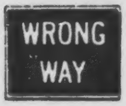


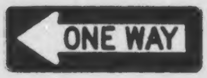

PASS WITH CARE

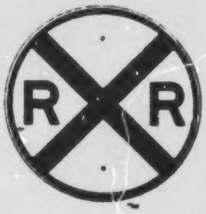


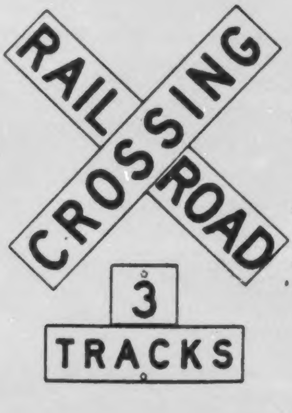

DIVIDED HIGHWAY

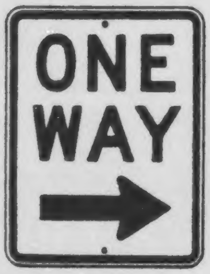

DIVIDED HIGHWAY ENDS

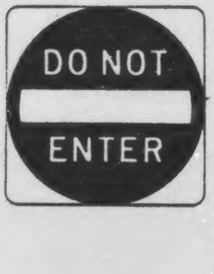


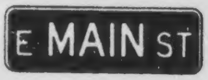




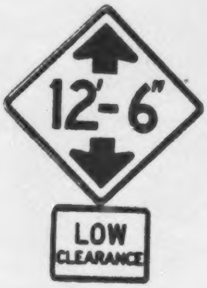

RAIL ROAD
CROSSING
3
TRACKS

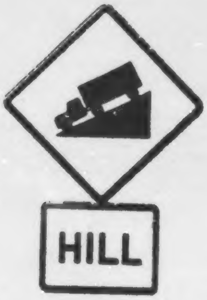


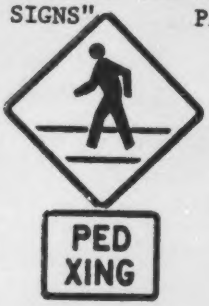

DO NOT
ENTER

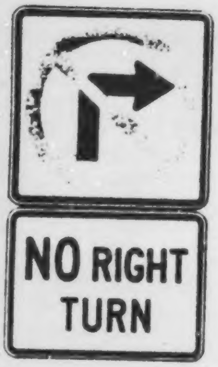


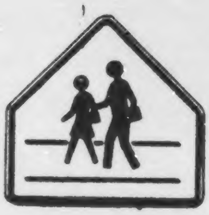
703

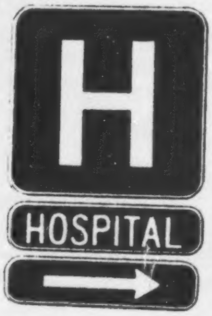

12'-6"
LOW
CLEARANCE

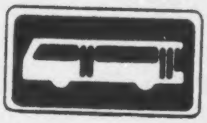

HILL

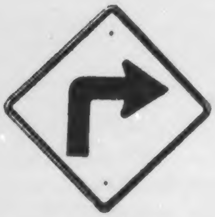

PED
XING

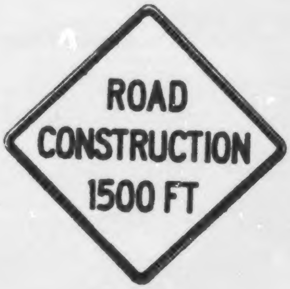

NO RIGHT
TURN

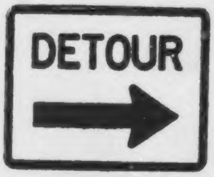


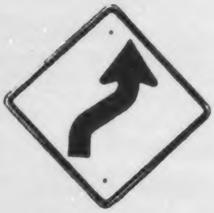

H
HOSPITAL

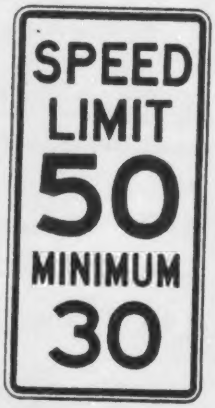


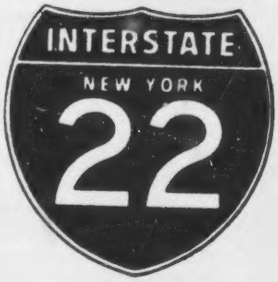


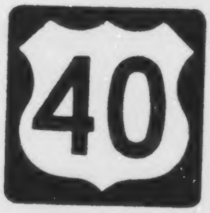

ROAD
CONSTRUCTION
1500 FT


DETOUR




SPEED
LIMIT
50
MINIMUM
30


INTERSTATE
NEW YORK
22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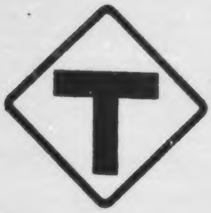
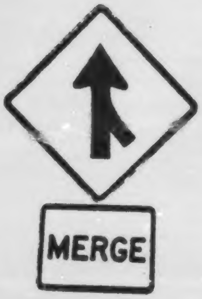
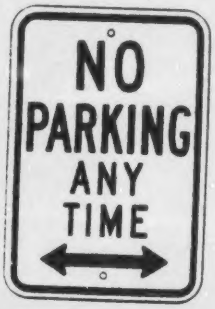
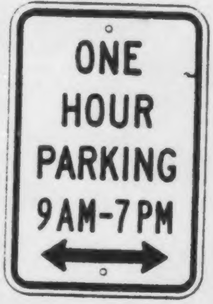
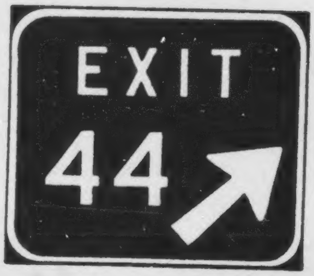



MERGE


NO
PARKING
ANY
TIME


ONE
HOUR
PARKING
9AM-7PM


EXIT
44

WORKSHEET
"INFORMATION SIGNS"

Information Signs

EXIT
CAFE
X-RAY
MEN
WOMEN
KEEP OUT
FIRST AID
FOR SALE
FOR RENT

VISITORS PARKING
EMPLOYEE PARKING
APPLY AT OFFICE
EMPLOYMENT OFFICE
NO ADMITTANCE
EMERGENCY ENTRANCE
NO TRESPASSING

CHECKS CASHED HERE
SOCIAL SECURITY OFFICE
DO NOT OPEN UNTIL CHRISTMAS
NOT RESPONSIBLE FOR LOST ARTICLES
VISITING HOURS 2:30 – 4:30 7:30 – 9:00
OPERATOR'S LICENSES HERE

EMPLOYEES ENTRANCE
PUBLIC TELEPHONE
NO HUNTING OR FISHING
RECEIVING OFFICE
SHIPPING OFFICE
KEEP OFF THE GRASS
NO LOITERING

TICKETS
LIBRARY
PRIVATE
CAFETERIA
RESTAURANT
COFFEE SHOP
THIS SIDE UP
INFORMATION
HELP WANTED

Fragile

RUSH

THIS SIDE UP

SPECIAL HANDLING

WORKSHEET
"SAFETY SIGNS"

Safety Signs

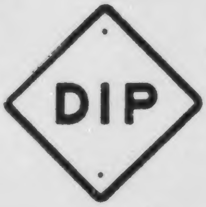
[redacted]

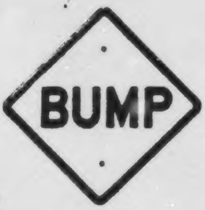
POISON
CAUTION
BLASTING
FIRST AID
KEEP OUT
FIRE ALARM

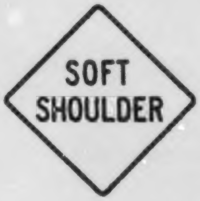
FASTEN SEAT BELT
WEAR SAFETY GLASSES
DO NOT LOOK AT ARC

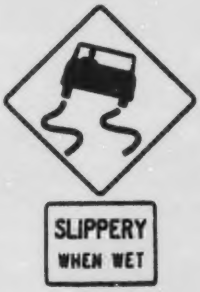
WATCH YOUR STEP
NO LIFE GUARD ON DUTY
UNLAWFUL TO PASS STOPPED SCHOOL BUS

EXPLOSIVES
FIRE ESCAPE
NO SMOKING
INFLAMMABLE
MEN AT WORK
HIGH VOLTAGE









The purpose of safety signs is to keep us free from harm and danger.

Doing as safety signs tell us to do helps us to get home every day, driving our own cars or walking on our own feet. The signs might help us keep free from harm.

Which of the above signs might you see along the highway? Which of these safety signs do you see where you work? What safety signs do you see on some trucks? What safety signs might you see when you are on vacation?

When you are driving, point out to your wife or husband the safety signs that you see. But do not read the advertising signs when you are driving. Why not?

What other safety signs might be added to the above list?

BEWARE
OF
DOG

CAUTION AIR BRAKES

---

voltage – (vōl′ tij) amount of electric power, expressed in volts.
inflammable – (in flam′ u b′l) easily set on fire.

HOW TO READ SIGNS THROUGH PICTURES

I. Vocabulary:

Directions: Pronounce each word using the dictionary pronunciation that follows each word then write a definition that you understand for each word.

1. arrow(ar'ō)
2. center (sen'tər)
3. double (dub'l)
4. information (in'fər mā' shən)
5. mailbox (māl'boks)
6. purpose (per'pəs)
7. sign (sīn)
8. simple (sim'pl)
9. whole (hōl)
10. caution (kô shən)
11. safety (sāf tē)
12. highway (hī' wā)
13. building (bil'ding)
14. maximum (mak′ sə məm)
15. minimum (min'ə məm)
16. exit (eg'zit) or ek' sit)
17. merge (merj)
18. construction (kən struk' shən)
19. detour (dē' tur)
20. clearance (klir' əns)
21. hospital (hos' pit 1)
22. fragile (fraj' əl)
23. beware (bi wār)
24. emergency (i mer' jən sē)
25. admittance (ad mit' nc)
26. delivery (di liv' ar ē)

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE HOW TO READ SIGNS THROUGH SYMBOLS III SUBJECT(S) READING GRADE LEVEL(S) 3 through adult

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function in a variety of situations.

2.1 Students will relate occupations to the needs and functions of society.

4.1 Students will be able to function to their capabilities in their school subjects.

4.2 Students will be able to apply basic skills to daily living tasks.

ACTIVITIES AND EVALUATION PROCEDURES

TEACHER DIRECTED ACTIVITIES
LESSON III

1. Make a copy of Worksheets , "Signs in Buildings" (2 pages - attached), for each student.
2. Review the vocabulary words from Lesson I(attached) by pronouncing each and having students volunteer a meaning for each word.
3. Read the article, "Signs in Buildings"
4. Think of other signs found in stores.
   Example:
   Dairy Products
   Living Plants
   Picnic Supplies
   Beverages
5. Think of signs found in post offices.
   Example:
   Government holidays
   Wanted Posters
   Insurance forms
6. Review Lesson III. Do Worksheet,"III Get The Facts", (attached).

MATERIALS AND RESOURCES

Worksheets:
"Signs in Buildings"(2 pages)
(from Reading For Living;
1974; New Readers Press;
Syracuse, N. Y.)
"III Get The Facts"
"Vocabulary" from Lesson I

Lesson 3

Signs in Buildings

Signs in Stores

SHOES

SUGAR

PEACHES

CEREALS

TOMATOES

MINUTE RICE

APPLE SAUCE

PANCAKE MIX

ICE CREAM MIX

CLARK'S
GOOD CLOTHES

INSTANT PUDDING

BOB'S
AUTO PARTS

SPECIAL SALE
1/3 OFF
TODAY ONLY

BIG VALUE
SUPERMARKET

MARY'S
GREETING CARDS
AND GIFTS

JANUARY
CLEARANCE SALE
PRICES REDUCED
AGAIN

CAKE MIXES

CHICKEN SOUP

CANNED FRUITS

FRESH PRODUCE

FROZEN DINNERS

PINEAPPLE CHUNKS

CORNED BEEF HASH

BLACKBERRY JELLO

CANNED VEGETABLES

HOUSEHOLD
SUPPLIES

How can signs help us to shop better in stores?

A friend tells us about a good buy in a certain store. We can find this store by reading the name of the store on the big sign over the front of the store. Sometimes the name of the store is on a little sign in the window near the door.

In the store, we see signs telling us of special sales on some things at special low prices.

In a big store, we see signs telling us where to look for what we want to buy.

In a supermarket, we see signs over the shelves. These signs tell us the kind of things that are on the shelves under each different sign.

The words in big letters on the outside of boxes and cans tell us the name of what is in each box or can. The words in little letters tell us good ways to cook or use the material that is in the box or can.

Signs in the Post Office

STAMPS
PARCEL POST
GENERAL DELIVERY
MONEY ORDERS
FRAGILE
HANDLE WITH CARE
CITY
OUT OF TOWN
AIR MAIL
SPECIAL DELIVERY
BOX RENT DUE
C.O.D.

The signs in the post office help us to send and receive mail.

The man at the window marked Stamps sells stamps. If you ask for them, he will sell you new kinds of stamps with special pictures. Often these special stamps are sold only for a short time.

You help the post office men in their work if you mail your letters in the proper mailing places. Letters addressed to someone in your own city should be placed in the mailing hole marked City. Letters to go outside your own city should be placed in the Out of Town mailing hole.

Some post offices have a special hole for letters which are to go air mail or special delivery All first class letters now go by air if they are for delivery in the United States. You still pay extra postage to send a letter by air to a foreign country. Such letters should be marked Air Mail and dropped in the hole for air mail letters.

Letters sent by ordinary mail or air mail may be sent special delivery. This means the letter will be delivered soon after it reaches the town to which it was sent. It will not need to wait for the regular delivery. The postage for special delivery is extra.

Packages are sent and received at the window or counter marked Parcel Post. Packages are sent as fourth class mail. This costs less than letters which are sent as first class mail.

If there is anything easily broken in your package, tell the postmaster to mark it Fragile. *Fragile* means easily broken. If you are sending something made of glass, the package should be marked Fragile. Other things which need special care may be marked Handle with Care.

Some packages are sent C.O.D. This means collect on delivery. If you ask a store to send a package to you C.O.D., it will usually do so. But there is a special form to fill out and a special charge to pay in addition to the cost of the things in the package. It is best not to send anyone else a package C.O.D. (collect on delivery) unless he has asked you to do so.

The man at the window marked Money Orders will help you send money by mail safely. Or, if you get a money order from someone, he will show you how to collect the money.

If you have asked to have your mail sent general delivery, then ask for it at the window marked General Delivery. If there is not a General Delivery sign, then ask at the window marked Information or at the one marked Stamps. If you have asked to have mail sent general delivery, it will not be sent to your house. You must call for it at the post office.

---

deposit – (di poz' it) put.

III. GET THE FACTS

A. How should you mark the following?

1. A letter which you want to go by air.________________________

2. A package which has something easily broken.____________________

3. A package which needs to be handled carefully.__________________

B. Where would you look for the following signs in a supermarket?

1. The name of the store.____________________________________

2. The kind of thing you want to buy.____________________________

3. The name of what you want to buy.____________________________

UNDERSTAND MAIN IDEAS

C. What would be the best way to send the following through the mail?

1. A package weighing four or five pounds.__________________________

2. A letter to another country when you want it to get there quickly.______
__________________.

3. Money, if you do not send it by check._____________________________

4. An order which someone has asked you to send collect.__________________

D. What are the three purposes of signs in a store?

1.____

2.____

3.____

E. Read each word or abbreviation in the first column. Find the correct meaning in the second column. Write the number of the meaning in the blank.

C.O.D.	__________	1. Call at post office for mail.
General Delivery	__________	2. Collect on delivery.
Special Delivery	__________	3. Easily broken.
Fragile	__________	4. Need not wait for regular delivery.
Parcel Post	__________	5. Packages and printed matter.

WORKSHEET
LESSON I

HOW TO READ SIGNS THROUGH PICTURES

I. Vocabulary:

Directions: Pronounce each word using the dictionary pronunciation that follows each word then write a definition that you understand for each word.

1. arrow (ar'ō)
2. center (sen'tər)
3. double (dub'l)
4. information (in'fər mā' shən)
5. mailbox (māl'boks)
6. purpose (per'pəs)
7. sign (sīn)
8. simple (sim'pl)
9. whole (hōl)
10. caution (kô shən)
11. safety (sāf tē)
12. highway (hī' wā)
13. building (bil'ding)
14. maximum (mak′ sə məm)
15. minimum (min'ə məm)
16. exit (eg'zit) or ek' sit)
17. merge (merj)
18. construction (kən struk' shən)
19. detour (dē' tur)
20. clearance (klir' əns)
21. hospital (hos' pit 1)
22. fragile (fraj' əl)
23. beware (bi wār)
24. emergency (i mer' jən sē)
25. admittance (ad mit' nc)
26. delivery (di liv' ar ē)

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE INTRODUCTION TO OUTDOOR CAREERS I SUBJECT(S) Reading GRADE LEVEL(S) 3through 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

discussing orally the functions of society

understanding the advantages and disvantages of different jobs

2.3 Students will be able to identify the functions of leisure time in their lives.

identifying outdoor recreation activities

understanding skills which allow them to choose and enjoy activities

ACTIVITIES AND EVALUATION PROCEDURES

1. PURPOSE
This lesson is a discussion lesson which will set the stage for the other lessons in OUTDOOR CAREERS.

This discussion can be in small groups with one student from each group reporting at the end of the discussion time or can be done with the entire group working together.

Preparation should be made before the lesson to have a number of magazines and other materials on hand so that the students can begin work on finding pictures for their OUTDOOR CAREER BULLETIN BOARD.

Encourage students to bring all kinds of materials from home, such as park bulletins, posters, etc., they have picked up on vacation.

2. Put on the blackboard "Jobs of People Who Work Out of Doors"

3. Ask students to give names of jobs people do who work out of doors. List the occupations on the board.(Examples: road construction, painters, etc.)

4. Pick a particular outdoor job and ask the students the following questions.

MATERIALS AND RESOURCES

Old Magazines: (such as)
Outdoors
Hunting and Fishing
Hotrod
Conservation Digest
Sports Afield

Materials to display for reading table about "Outdoor Careers" (brought in by students)

Word Search:
"Wicked Weather"; Whitman (1800)

"General Personal Characteristics"

CONTINUED
Career Education Infusion Strategies

CEIS Title INTRODUCTION TO OUTDOOR CAREERS I

Submitted by: Phyllis M. Nelson

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.4 Students will know the characteristics of various occupations. identifying career opportunities associated with leisure activities 4.1 Students will be able to function to their capacities in school subjects. 4.2 Students will be able to apply basic skills to daily living tasks. 4.3 Students will know the prerequisites of a variety of occupations. knowing the special qualities helpful for entering various occupations	4. (continued) Example: Policemen a. Do we need policemen? How many? b. What do they do as policemen? c. Who can work as a police person? d. What kind of training would you have to have to be a policeman? List the skills needed. e. Would you like to have a police person as a member of your family? Why or why not? f. How would your friends and neighbors feel about you if your father or mother were a police person? 5. Suggest that a Bulletin Board be made of pictures of people enjoying themselves in the out of doors. 6. Have magazines available. 7. Discuss and list recreation activities that require training and/or time to learn. (Examples: water skiing, scuba diving, hot rod racing, etc.) 8. What are some job opportunities that would come under boating, that would require a person to be out of doors? Game Warden Camping Area Supervisor Lake Guide Fishing Guide Boat Salesman Lifeguard	

CONTINUED
Career Education Infusion Strategies

CEIS Title INTRODUCTION TO OUTDOOR CAREERS I

Submitted by: Phyllis M. Nelson

C.E. GOALS AND TEACHING POINTS

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ACTIVITIES AND EVALUATION PROCEDURES

9. Suggest other areas of out door leisure and the jobs associated with each.

10. Discuss how weather affects outdoor jobs. (Example: storms make work dangerous, storms kill by lightning, drowning, falling trees, frighten animals, wash out roads and bridges, etc.)

11. Pronounce and discuss weather words on Word Search, "Wicked Weather" (attached). Circle the weather words.

12. Reinforce personal characteristics by reading word lists from Word Search, "General Personal Characteristics" (attached).
Place a star by the characteristics that would aid a person who works outdoors.

13. Have each student list those qualities which describes himself/herself.

MATERIALS AND RESOURCES

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Wicked Weather

G	A	L	E	V	M	B	F	O	G	G	Y	J	C	Y
N	V	J	K	W	E	T	K	N	R	W	B	L	D	N
I	M	D	G	J	I	M	I	S	T	E	O	V	Q	I
H	J	L	A	K	V	N	M	K	N	U	G	N	B	A
C	L	O	W	M	C	V	D	A	D	P	Q	K	S	R
R	H	C	Z	T	P	D	C	Y	U	G	R	A	Y	T
O	G	J	H	K	H	I	X	E	L	R	M	X	S	O
C	N	C	K	I	R	U	L	V	L	U	H	A	T	R
S	I	H	G	R	L	Z	N	V	D	P	C	M	O	N
X	W	K	U	I	Z	L	W	D	V	R	J	V	R	A
K	O	H	A	I	H	E	Y	G	E	B	Q	K	M	D
H	L	H	R	D	Q	Z	R	V	J	R	G	H	Y	O
Q	B	D	G	V	J	P	O	O	Y	Z	E	E	R	B
D	R	A	Z	Z	I	L	B	L	K	J	V	Q	Z	M
Y	R	A	E	R	D	G	N	I	N	T	H	G	I	L

BLIZZARD
BLOWING
BREEZY
CHILLY
CLOUDY
COLD
DAMP
DREARY
DRIZZLE
DULL
FOGGY
GALE
GRAY
HAIL

HURRICANE
LIGHTNING
MIST
MUDDY
OVERCAST
RAINY
SCORCHING
SNOW
STORMY
THUNDER
TORNADO
WET
WINDY
ZERO

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GENERAL PERSONAL CHARACTERISTICS WORD SEARCH

Directions: Circle the words in the puzzle that are listed at the bottom of the page.

S E L F R E L I A N T K M O P S T A
T A E O B R S K I I L T V U O M N C
A F G R H I O R S M A T U R E A A N
E I H G M O B D G A W U O O A R S I
N O K I L S T W H G T Q U I E T A V
B A T V C G H A E I K U T W X Z E A
A G N I K M N H O N E S T O O A L S
C N A N C D L A W A E L S M L T P C
Y I S G F A V H E T Y Y N N U F N O
K K A F Y G W X E I A H O U B W M N
N O E O S H H A D V E N T U R O U S
U O L A C O U R T E O U S M A W K I
P L P V T O M H F A S S K A V T I D
S D E E N W O Z E C L E H M E Z G E
G O C H E E R F U L U E T G A S E R
D O L L T N O G H E P A N J G W C A
N G E B R A U F K A O F F T E N A T
I K N R S U S C I N N K U K E J D E
K F O P E N M I N D E D A L V D A W
G D O O A B I L D N E I R F G H U D
S T U R P T N E I D E B O A C B D E

COURTEOUS
GOOD LOOKING
FORGIVING
OPEN MINDED
SAVING
SELF RELIANT
OBEDIENT
CHEERFUL
FRIENDLY
CONSIDERATE
ADVENTUROUS
PLEASANT
TALENTED
KIND
FUNNY
QUIET
SMART
MATURE
BRAVE
IMAGINATIVE
HUMOROUS
HELPFUL
CLEAN
SPUNKY
NEAT
LOYAL
HONEST

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE INTRODUCTION TO OUTDOOR CAREERS II **SUBJECT(S)** Reading **GRADE LEVEL(S)** 4 through 8

Career Education Learning Areas: ☒ **Self Knowledge** ○ **Life Roles, Settings and Events**
○ **Life Planning Skills** ☒ **Academic and Vocational Skills**

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with others.

4.1 Students will be able to function to their capacities in their school subjects.

ACTIVITIES AND EVALUATION PROCEDURES

1. In choosing to do this unit on Outdoor Careers, the student will begin to recognize not only his own range of knowledgeable skills but his physical assets as well.
2. Introduce the lesson through vocabulary words and the dictionary pronunciation symbols in Part A of Worksheet,"Outdoor Careers"(attached).
3. Read the story, "Outdoor Careers - Introduction" (attached).
4. After reading the story, do Part B of Worksheet, "Outdoor Careers", to reinforce vocabulary understanding.
5. Complete Parts B through D of Worksheet, "Outdoor Careers" (attached)
6. Reinforce vocabulary, comprehension, content, and diversity of subject matter through repetition of material by working Word Searches, "Berry Pickin' ", "Wicked Weather", and "A Walk in the Woods".

MATERIALS AND RESOURCES

Worksheet:
"Outdoor Careers"

Story:
"Outdoor Careers"-"Introductio

Word Search:
"Berry Pickin' "
"Wicked Weather"
"A Walk in the Woods"

OUTDOOR CAREERS

Reference Books:

Parks and Recreation by Virginia and Joseph R. McCall

Careers in the Outdoors by Mark Boesch

Introduction

Young people in increasing numbers are turning to outdoor work for fulfillment of their goals in life. Some not so young who are fed up with the rat race of earning a living and living in the city are turning to the wide open spaces.

A great deal of satisfaction can be found in good useful outdoor work. Your interest may lie in being a forest ranger, a forest fire fighter, a wild life manager whose job it is to create a better habitat for wild life, in soil erosion and preservation, building outdoor recreation areas, scientific study of plants, animals and fowl, nature study or nature photography.

The ability to endure hard, physical labor are requirements for most jobs dealing in working out of doors. The elements of weather and working in secluded areas of national parks, makes these jobs demanding of the human endurance. You must like the outdoors and be willing to forego the comforts of home for this rugged outdoor life.

Outdoor work is not simple but a college education is not necessary to succeed. Of increasing importance is the need for people to manage and care for our land, to preserve its beauty in the face of the destructive influence that careless citizens have forced on the environment.

Many occupations involve working outdoors--farming, ranching, road building, construction of power and telephone lines, lumbering, oil drilling, geological study, railroading, etc. We shall be studying jobs related to the conservation of natural resources. We will learn the words that will describe different vocations, jobs and skills. Many different types of jobs are available in this field and the jobs are beginning to pay for the services rendered. For many years the pay has been low, but we now realize that man must help to preserve our soil, water, plants and animals if we are to survive. All of nature is dependent upon every other thing.

There is an increasing demand for skilled outdoor workers.

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OUTDOOR CAREERS

A. Vocabulary Directions:
Find a meaning that you understand for each word listed below. Following each word is the pronunciation of each word. Use the following vowel sounds

ā as in ate a as in apple
ē as in be e as in elephant
ī as in ice i as in Indian
ō as in go o as in octopus
ū as in use u as in umbrella
ə as in about
ôr as in for

1. goals (gōlz)

2. young (yung)

3. ranger (rān′jər)

4. satisfaction (sat′əs fak′ shəns)

5. habitat (hab′ə tat)

6. preservation (prez′ər vā′ shən)

7. recreation (rek′ rē ā shən)

8. scientific (sī′ ən tif′ ik)

9. endure (en dyur′)

10. physical (fiz′ə kl)

11. forego (fôr gō′)

12. college (kol′ ij)

13. influence (in′ flū əns)

14. environment (en vī′ rən mənt)

15. occupations (ok′ yə pā′ shənz)

B. Find a synonym for the following words.

1. In paragraph 3, sentence 2 find a word that means shut off from others or out of touch.______________________

2. In paragraph 2, sentence 2 find a word that means a place where an animal or plant grows.

3. In paragraph 4, sentence 2, find a word that means our surroundings.

____

4. In paragraph 5, sentence 1 find a word that means jobs people do for a living. ______________________________

5. In paragraph 5, sentence 5 find a word that means to save. _______________

C. Arrange the 15 vocabulary words in ABC order.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

D. Find and list two compound words found in the story.

1.
2.

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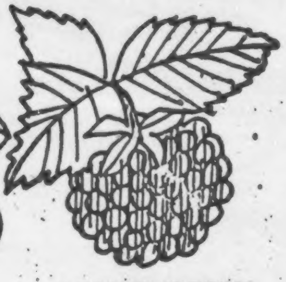
WORD SEARCH
"BERRY PICKIN'"

Berry Pickin'

There are ten kinds of berries in the basket. Look for just the first part of their names—the part that's UNDERLINED—because the last part is always "berry."

BLACKBERRY

BLUEBERRY


BOYSENBERRY

CRANBERRY

DEWBERRY

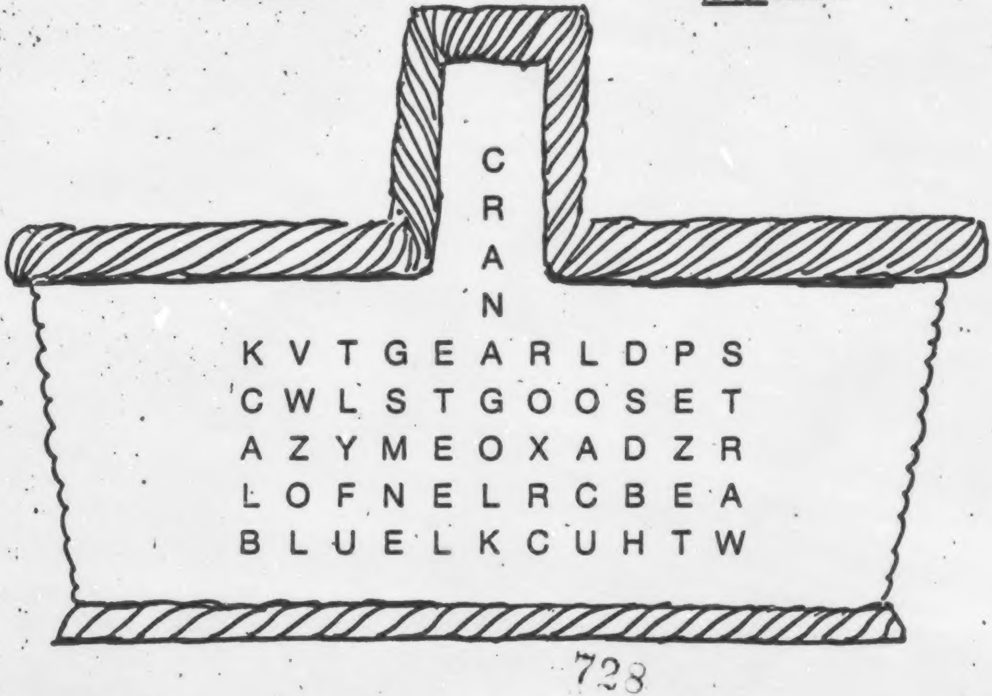
GOOSEBERRY

HUCKLEBERRY

LOGANBERRY

RASPBERRY

STRAWBERRY



					C					
					R					
					A					
					N					
K	V	T	G	E	A	R	L	D	P	S
C	W	L	S	T	G	O	O	S	E	T
A	Z	Y	M	E	O	X	A	D	Z	R
L	O	F	N	E	L	R	C	B	E	A
B	L	U	E	L	K	C	U	H	T	W

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Wicked Weather

G	A	L	E	V	M	B	F	O	G	G	Y	J	C	Y
N	V	J	K	W	E	T	K	N	R	W	B	L	D	N
I	M	D	G	J	I	M	I	S	T	E	O	V	Q	I
H	J	L	A	K	V	N	M	K	N	U	G	N	B	A
C	L	O	W	M	C	V	D	A	D	P	Q	K	S	R
R	H	C	Z	T	P	D	C	Y	U	G	R	A	Y	T
O	G	J	H	K	H	I	X	E	L	R	M	X	S	O
C	N	C	K	I	R	U	L	V	L	U	H	A	T	R
S	I	H	G	R	L	Z	N	V	D	P	C	M	O	N
X	W	K	U	I	Z	L	W	D	V	R	J	V	R	A
K	O	H	A	I	H	E	Y	G	E	B	Q	K	M	D
H	L	H	R	D	Q	Z	R	V	J	R	G	H	Y	O
Q	B	D	G	V	J	P	O	O	Y	Z	E	E	R	B
D	R	A	Z	Z	I	L	B	L	K	J	V	Q	Z	M
Y	R	A	E	R	D	G	N	I	N	T	H	G	I	L

BLIZZARD
BLOWING
BREEZY
CHILLY
CLOUDY
COLD
DAMP
DREARY
DRIZZLE
DULL
FOGGY
GALE
GRAY
HAIL

HURRICANE
LIGHTNING
MIST
MUDDY
OVERCAST
RAINY
SCORCHING
SNOW
STORMY
THUNDER
TORNADO
WET
WINDY
ZERO

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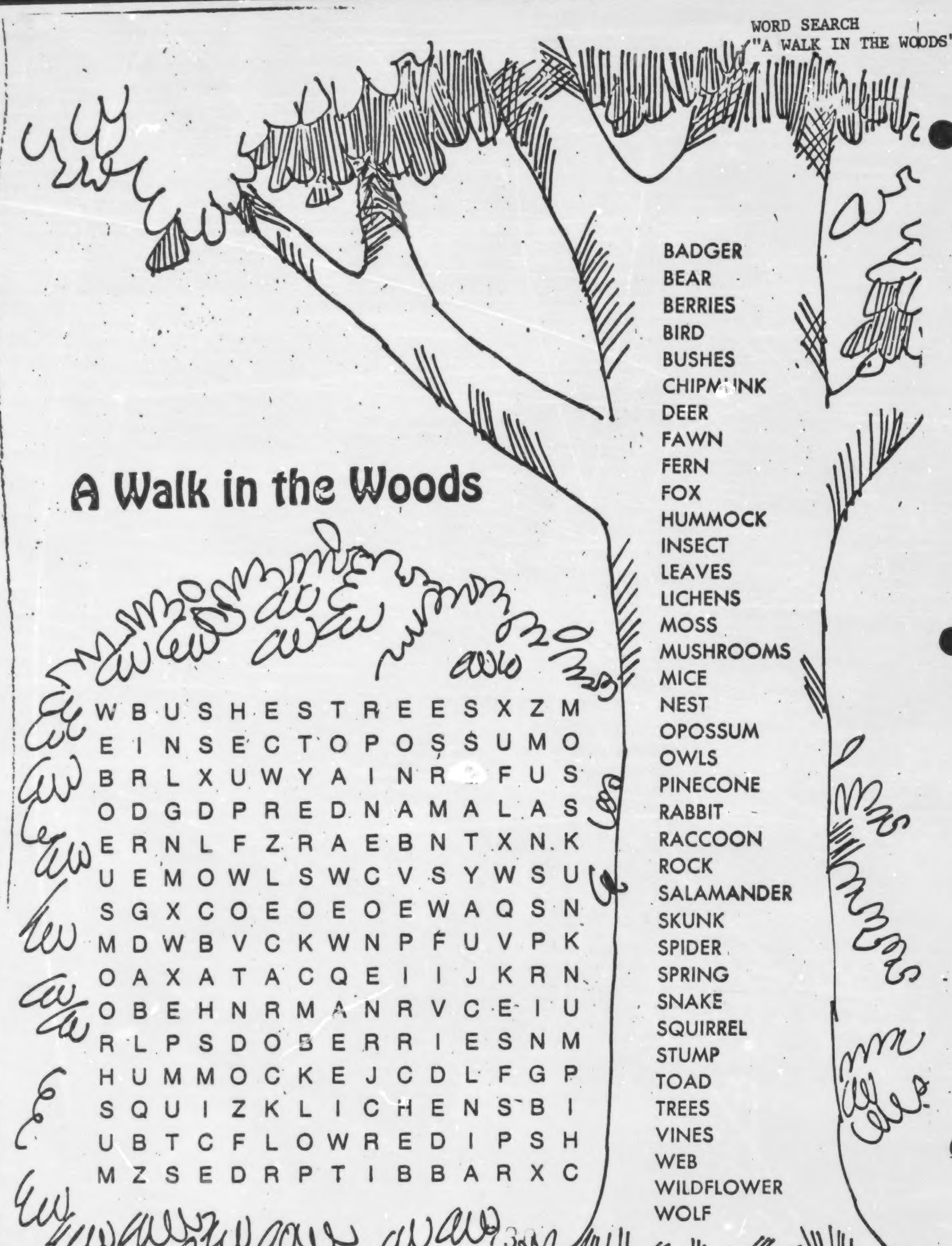
WORD SEARCH
"A WALK IN THE WOODS"



A Walk in the Woods

W	B	U	S	H	E	S	T	R	E	E	S	X	Z	M
E	I	N	S	E	C	T	O	P	O	S	S	U	M	O
B	R	L	X	U	W	Y	A	I	N	R	[illegible]	F	U	S
O	D	G	D	P	R	E	D	N	A	M	A	L	A	S
E	R	N	L	F	Z	R	A	E	B	N	T	X	N	K
U	E	M	O	W	L	S	W	C	V	S	Y	W	S	U
S	G	X	C	O	E	O	E	O	E	W	A	Q	S	N
M	D	W	B	V	C	K	W	N	P	F	U	V	P	K
O	A	X	A	T	A	C	Q	E	I	I	J	K	R	N
O	B	E	H	N	R	M	A	N	R	V	C	E	I	U
R	L	P	S	D	O	B	E	R	R	I	E	S	N	M
H	U	M	M	O	C	K	E	J	C	D	L	F	G	P
S	Q	U	I	Z	K	L	I	C	H	E	N	S	B	I
U	B	T	C	F	L	O	W	R	E	D	I	P	S	H
M	Z	S	E	D	R	P	T	I	B	B	A	R	X	C

- BADGER
- BEAR
- BERRIES
- BIRD
- BUSHES
- CHIPMUNK
- DEER
- FAWN
- FERN
- FOX
- HUMMOCK
- INSECT
- LEAVES
- LICHENS
- MOSS
- MUSHROOMS
- MICE
- NEST
- OPOSSUM
- OWLS
- PINECONE
- RABBIT
- RACCOON
- ROCK
- SALAMANDER
- SKUNK
- SPIDER
- SPRING
- SNAKE
- SQUIRREL
- STUMP
- TOAD
- TREES
- VINES
- WEB
- WILDFLOWER
- WOLF

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE PARK RANGER CAREER SUBJECT(S) Reading GRADE LEVEL(S) 4 through 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of life.

4.2 Students will be able to apply basic academic skills to daily living tasks.

4.3 Students will be able to know the prerequisites of a variety of occupations

ACTIVITIES AND EVALUATION PROCEDURES

1. Discuss the term, Park Ranger. Look up the two words (park - ranger) in the dictionary and put meanings together.
2. Review the pronunciation guide on Worksheet, "Park Ranger Career" (attached), Part A. Look up the meanings to the vocabulary words and write down a definition that you understand.
3. Read the story, "Park Rangers" (attached).
4. Review how to make words past tense and what past tense means. Do Part B of Worksheet, "Park Ranger Career" (attached).
5. Review what root words are. Do exercise on root words, Part C of Worksheet, "Park Ranger Career ".
6. Using the list of National Parks from the "Map" Worksheet (attached),work Part D on Worksheet "Park Ranger Career".
7. Complete other exercises on "Map" Worksheet(attached).
8. Using the code in Part E on Worksheet, "Park Ranger Careers", decode the five (5) messages.

MATERIALS AND RESOURCES

Worksheet:
"Park Ranger Career"
(3 pages)
"Map" (2 pages)

Story:
"Park Ranger"

Word Search:
"Crossing Rivers"
"Sign Language"
"Let's Go Camping"
"Camping Out"
"Stopping for souvenirs"

CONTINUEB
Career Education Infusion Strategies

CEIS Title PARK RANGER CAREER

Submitted by: Phyllis M. Nelson

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	9. Read vocabulary list on each Word Search (attached) and then circle the words. The Word Search Titles are: "Crossing Rivers" "Sign Language" "Let's Go Camping" "Camping Out" "Stoping for Souvenirs"	

PARK RANGER CAREER

A. Vocabulary

Directions: Using the following pronunciation guide pronounce each word until you are able to recognize it. Find a meaning in the dictionary for each word that you can understand and write it down.

a as in cat
e as in elephant
i as in Indian
o as in Octopus
u as in umbrella
ü as in rule
ə as in about

ā as in ate
ē as in each
ī as in ice
ō as in old
ū as in use
ėr as in her , ír as in fír
ôr as in for

1. inspire (in spïr)
2. universal (ū nə vėr′sl)
3. respect (rē spekt′)
4. metropolitan (met′ rə pol′ tən)
5. deputized (dep′yə tīz)
6. empowered (em pow′ər)
7. deface (di fās′)
8. facilities (fə silə tē)
9. conduct (kon′dəkt)
10. preserve (prí zérv)
11. trend (trend)
12. habitat (hab′ə tat)
13. museum (mū zē əm)
14. pamphlet (pam′flit)

B. Add d or ed to each of the following verbs to make them past tense. Most words add ed but if they already end in e just add a d. Write each word.

inspire____________________ deface____________________ exist____________________

respect____________________ conduct____________________ offer____________________

empower____________________ preserve____________________ inform____________________

answer____________________ destroy____________________ involve____________________

C. Write the root or base word in each of the following: worked- work, running-run, writing-write. Use the dictionary if necessary.

camping ____________________
destruction ____________________
prevention ____________________
requirement ____________________
publishing ____________________
usually ____________________
enforcement ____________________
defacing ____________________
empowered ____________________
establishing ____________________
habitat ____________________

D. Unscramble the following National Parks. The first letter has been capitalized. Use the map on National Parks for this exercise.

aeuiSqe ____________________
CinvWade ____________________
sipHrtgson ____________________
henaoSadhn ____________________
ercilGa ____________________
oswleYlotne ____________________
soYetime ____________________
eaMserVed ____________________
daGnayCrnno ____________________
ssrCadrvlaCaben
AdcAai ____________________

E. Using the following code , decode the following message. You read the letter below the code.

CODE	Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Example I Z M T V I
RANGER

L. DLFOW BLF ORPV GL DLIP RM GSV YVZFGRUFO
LFGWLLIH?

2. BLF NFHG YV RM TLLW KSBHRXZO SVZOGS
ZMW NVMGZOOB ZOVIG

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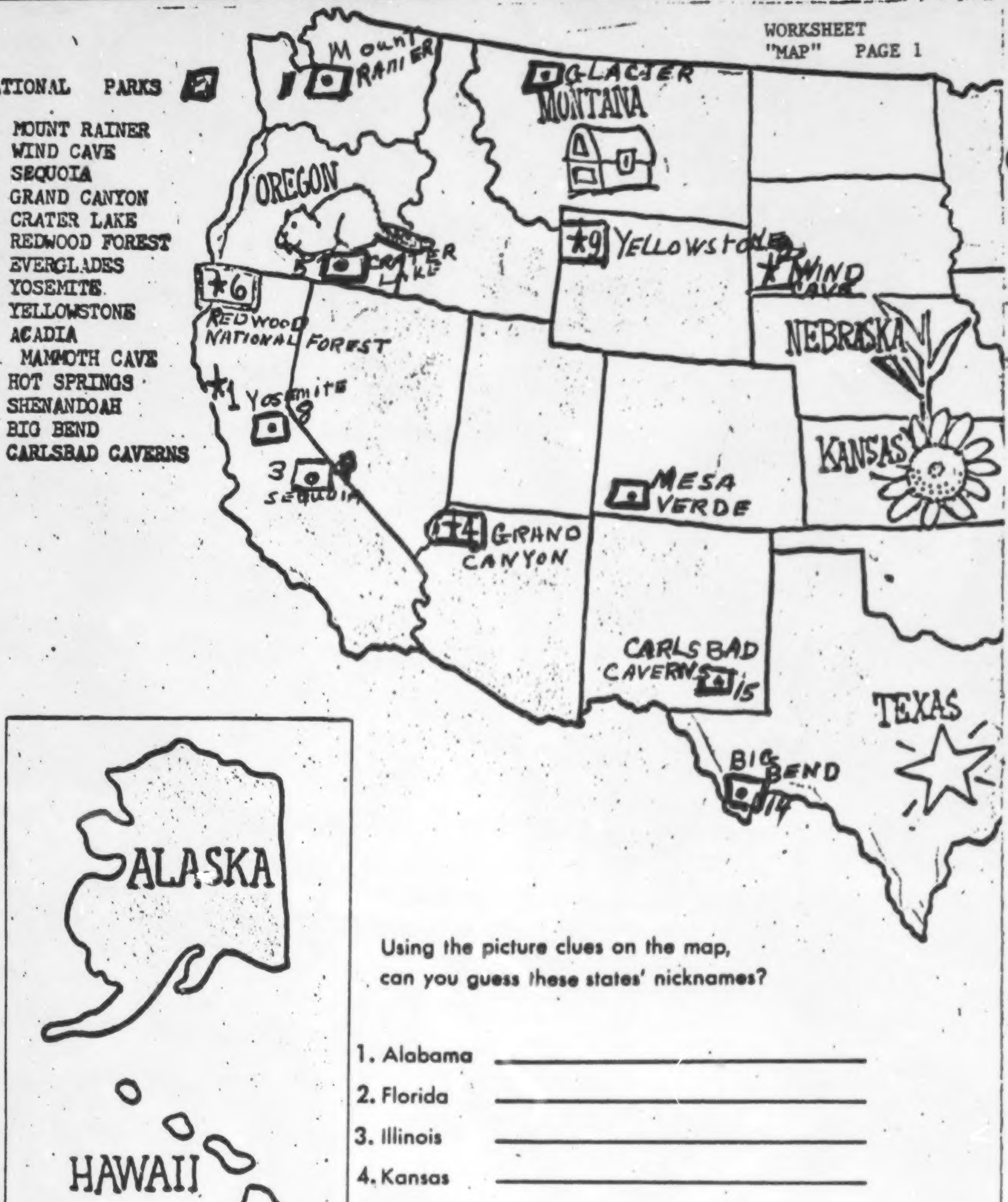
3. LFGWLLIHNVM ZIV RM WVNZMW.
____________ ___ __ ______

4. DZTVH ZIV TLRMT FK.
_____ ___ _____ __

5. MZGFIV HGFWB RH UFM ZH DVOO ZH DLIP.
NN______ _____ __ ___ __ ____ __ ____

NATIONAL PARKS

1. MOUNT RAINER
2. WIND CAVE
3. SEQUOIA
4. GRAND CANYON
5. CRATER LAKE
6. REDWOOD FOREST
7. EVERGLADES
8. YOSEMITE
9. YELLOWSTONE
10. ACADIA
11. MAMMOTH CAVE
12. HOT SPRINGS
13. SHENANDOAH
14. BIG BEND
15. CARLSBAD CAVERNS


Mount Ranier
1
Glacier
MONTANA
OREGON
5 Crater Lake
*6
Redwood National Forest
*1 Yosemite
8
3 Sequoia
*9 Yellowstone
*2 Wind Cave
NEBRASKA
KANSAS
Mesa Verde
*4 Grand Canyon
Carlsbad Caverns 15
Big Bend 14
TEXAS
ALASKA
HAWAII

Using the picture clues on the map, can you guess these states' nicknames?

1. Alabama ____________________
2. Florida ____________________
3. Illinois ____________________
4. Kansas ____________________
5. Maine ____________________
6. Montana ____________________
7. Nebraska ____________________
8. Oregon ____________________
9. Texas ____________________

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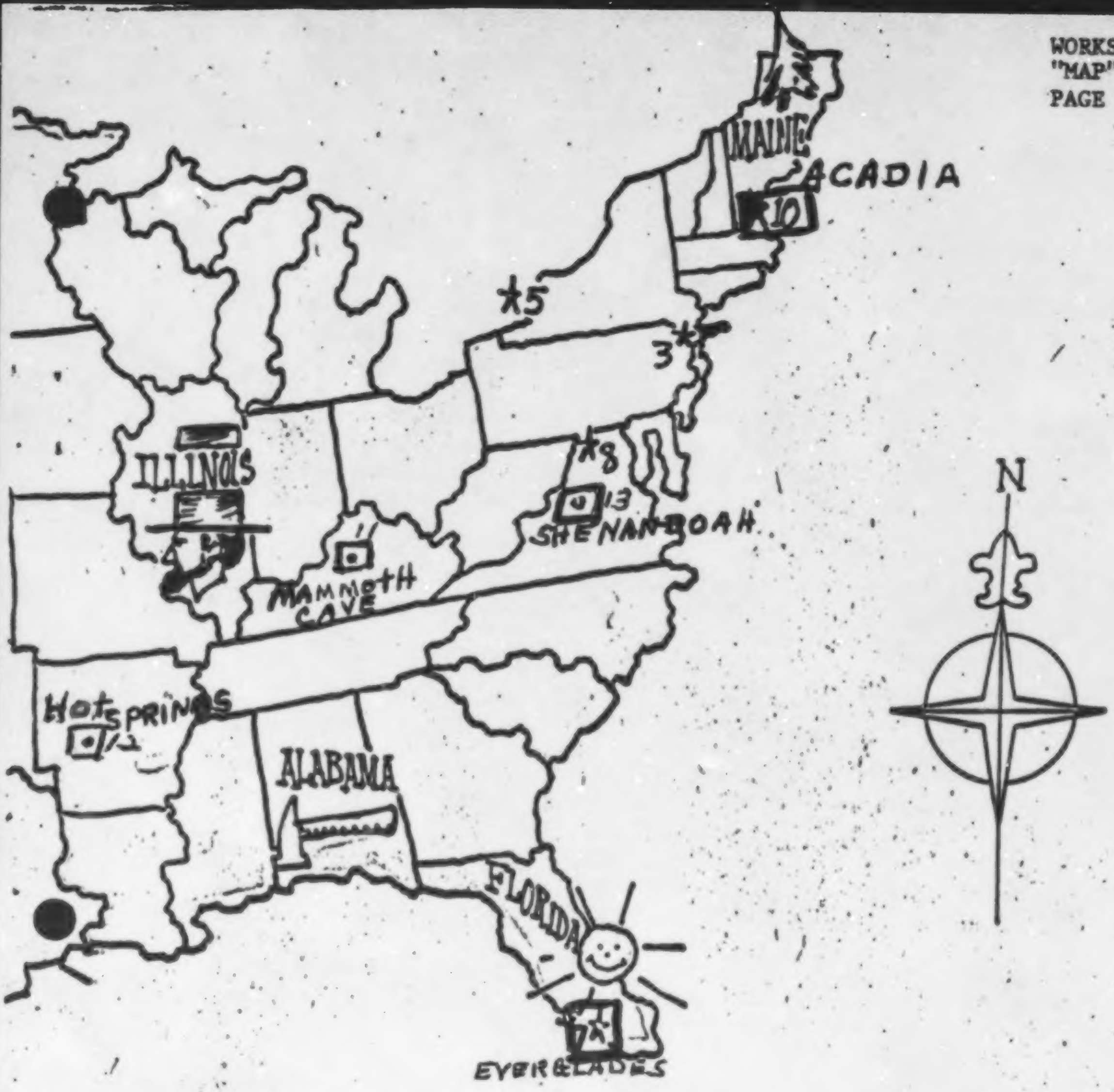
MAINE
ACADIA
10
5
3
8
13
SHENANDOAH
ILLINOIS
11
MAMMOTH CAVE
Hot SPRINGS
12
ALABAMA
FLORIDA
EVERGLADES
N

Do you know the location of these national landmarks? Match the starred, numbered areas on the map with the correct landmark.

1	Mt. Rushmore
2	Niagara Falls
3	Plymouth Rock
4	White House
5	Everglades National Park
6	Golden Gate Bridge
7	Grand Canyon
8	Yellowstone National Park
9	Statue of Liberty
10	Redwood National Forest

Park Rangers

A Park Ranger is a person who works out of doors and has a variety of jobs. He supervises the entire park area. Everything he does, he does to help care for, protect, and make suitable the area for the prople who come as visitors to the park. He must know about a great many things.

Park Rangers are happy people because they love the outdoors. Most of their work is done alone. They need a strong body and a quick mind so they can handle the varied duties they are assigned. They must be able to get along with a great many people. Some days they may meet thousands of people and answer thousands of questions.

Park Rangers must at all times keep in touch with the weather and storms forecasting centers. It is his duty to keep the people who are in the park safe from harm.

Rangers usually have a home and live in the park, so they are available at all times to supervise the people and their activities in the park.

Park Rangers work in large Metropolitan Parks, State Parks, and National Parks. They are usually paid by the governmental or governing body of the park department for which they work. The park Ranger is deputized and empowered by the law to arrest violators and pranksters from defacing and stealing the property of the parks.

Sometimes the Ranger has to protect people from natural disasters such as flooding rivers, blocked roads by snow slides, rock slides, mud slides and falling trees and rocks. He must sometimes kill angry or sick animals that are in the park in order to protect children and adults. He protects animals from the visitors and also supplied the animals with food in the winter months when food is hard to find or scarce.

Many parks have museums and buildings which display stuffed animals, live animals, and plants that grow in the park. Many have information printed in small pamphlets, which the visitors may have free of charge.

Park Rangers work in the parks year round, even though some of them are not open in the winter time. He uses this time to repair facilities in the parks, such as drinking fountains, rest rooms, road signs, fences, gates, trash bins, and patrols the roads and camping areas.

Salaries of Park Rangers is paid for with our tax dollars and by the fees paid for entering the parks. They receive good pay, averaging $18,000 per year. They work for us.

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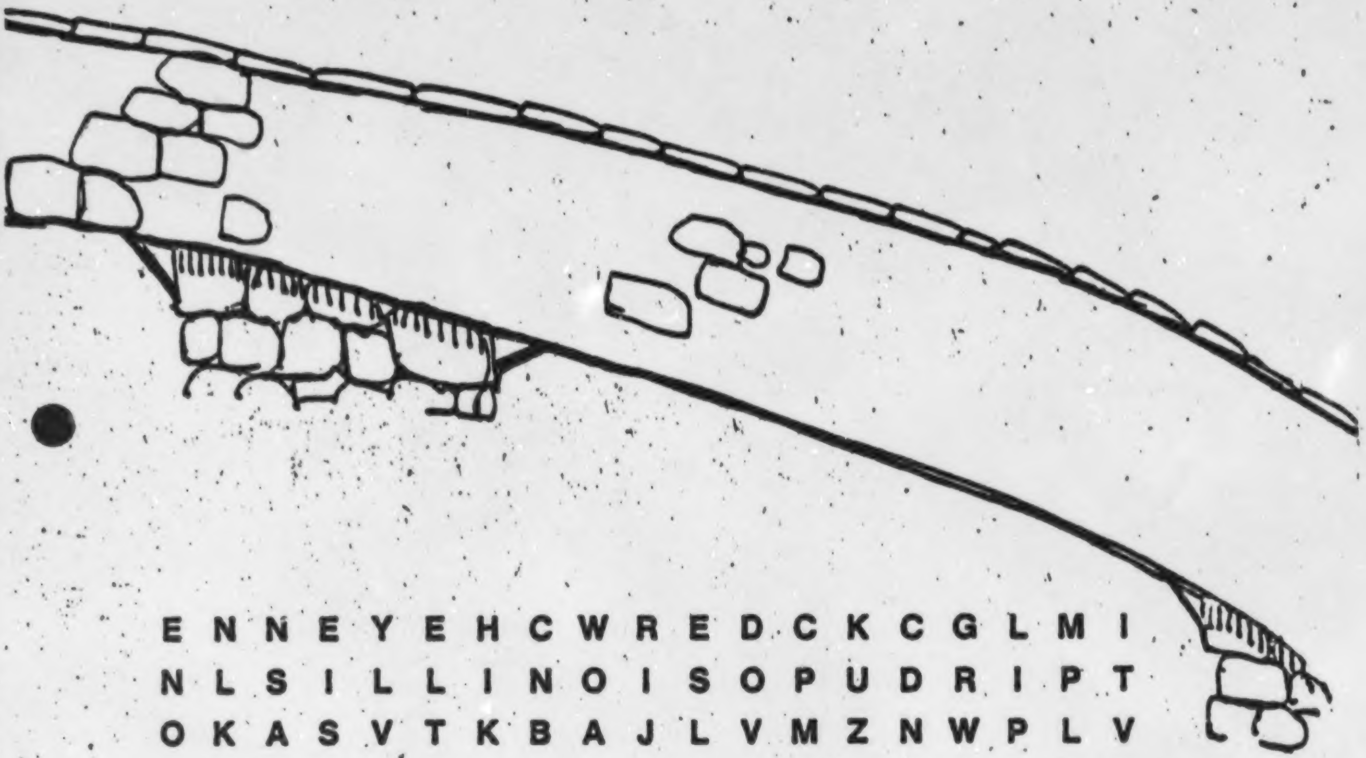
WORD SEARCH
"CROSSING RIVERS"

Crossing Rivers

- ALABAMA
- ALLEGHENY
- ARKANSAS
- CHEYENNE
- COLORADO
- CUMBERLAND
- DELAWARE
- GILA
- HUDSON
- ILLINOIS
- JAMES
- KANSAS
- MISSISSIPPI
- OHIO
- POWDER
- RED
- RIO GRANDE
- SAVANNAH
- ST. LAWRENCE
- TENNESSEE
- WABASH
- WISCONSIN
- YELLOWSTONE



E N N E Y E H C W R E D C K C G L M I
N L S I L L I N O I S O P U D R I P T
O K A S V T K B A J L V M Z N W P L V
T R S V A K E L N O V B R I O I N R A
S I N A J V L N R Q E K S H S A B A W
W O A K M E A A N R K N V S D O M D K
O G K L G A D N L E O W I L U T U B L
L R R H K O B A N C S S O I H O C R W
L A E W D P N A S A S S A S N A K R A
E N L K M D B I L I H R E D W O P V N
Y D V J R N W T M A K W S E M A J J R
D E L A W A R E V E C N E R W A L T S

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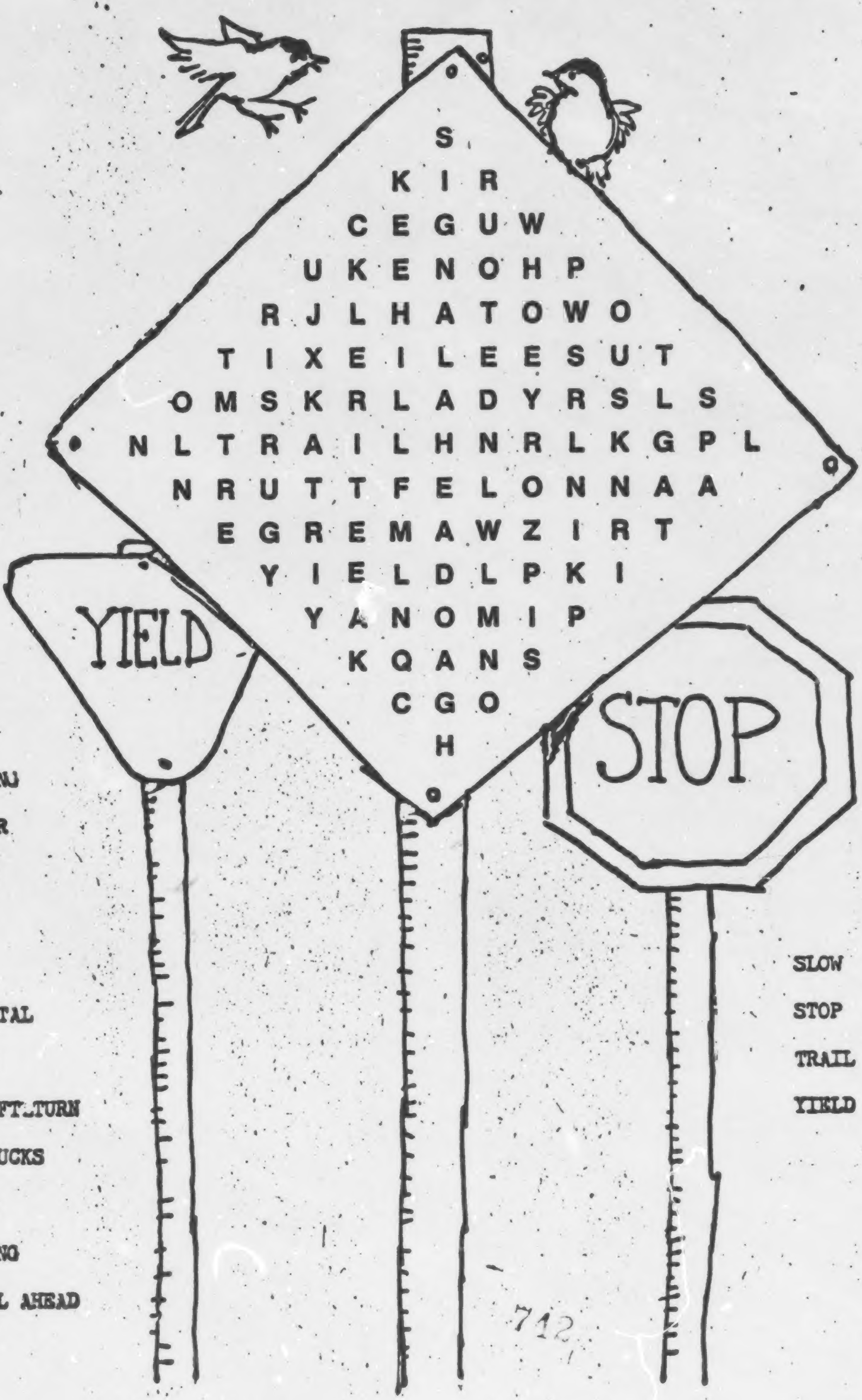
SIGN LANGUAGE

WORD SEARCH
"SIGN LANGUAGE"



S
K I R
C E G U W
U K E N O H P
R J L H A T O W O
T I X E I L E E S U T
O M S K R L A D Y R S L S
N L T R A I L H N R L K G P L
N R U T T F E L O N N A A
E G R E M A W Z I R T
Y I E L D L P K I
Y A N O M I P
K Q A N S
C G O
H

CAMPING
DETOUR
ENTER
EXIT
HILL
HOSPITAL
MERGE
NO LEFT TURN
NO TRUCKS
PHONE
PARKING
SIGNAL AHEAD

SLOW
STOP
TRAIL
YIELD

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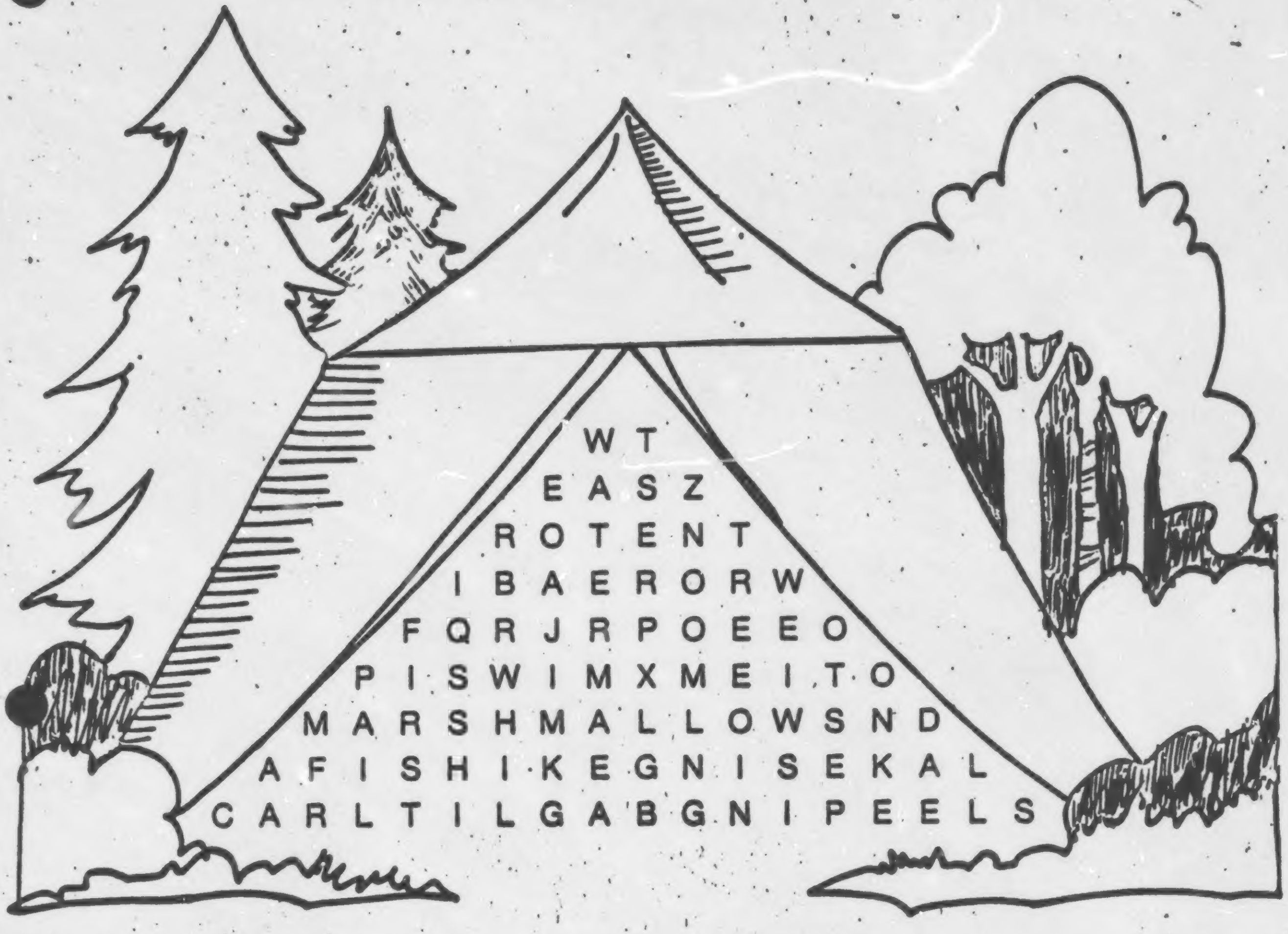
WORD SEARCH
"LET'S GO CAMPING"

Let's Go Camping



W T
E A S Z
R O T E N T
I B A E R O R W
F Q R J R P O E E O
P I S W I M X M E I T O
M A R S H M A L L O W S N D
A F I S H I K E G N I S E K A L
C A R L T I L G A B G N I P E E L S

Find the CAPITALIZED words in the puzzle.

It's fun to go camping in summertime. We pack our CAR and drive to our favorite campsite near a LAKE. FIRST we pitch our TENT and gather WOOD. Someone must get drinking WATER in a PAIL.

When our camp is ready, we go for a SWIM or launch our BOAT and try to catch some FISH for dinner. We HIKE in the woods and find a good climbing TREE.

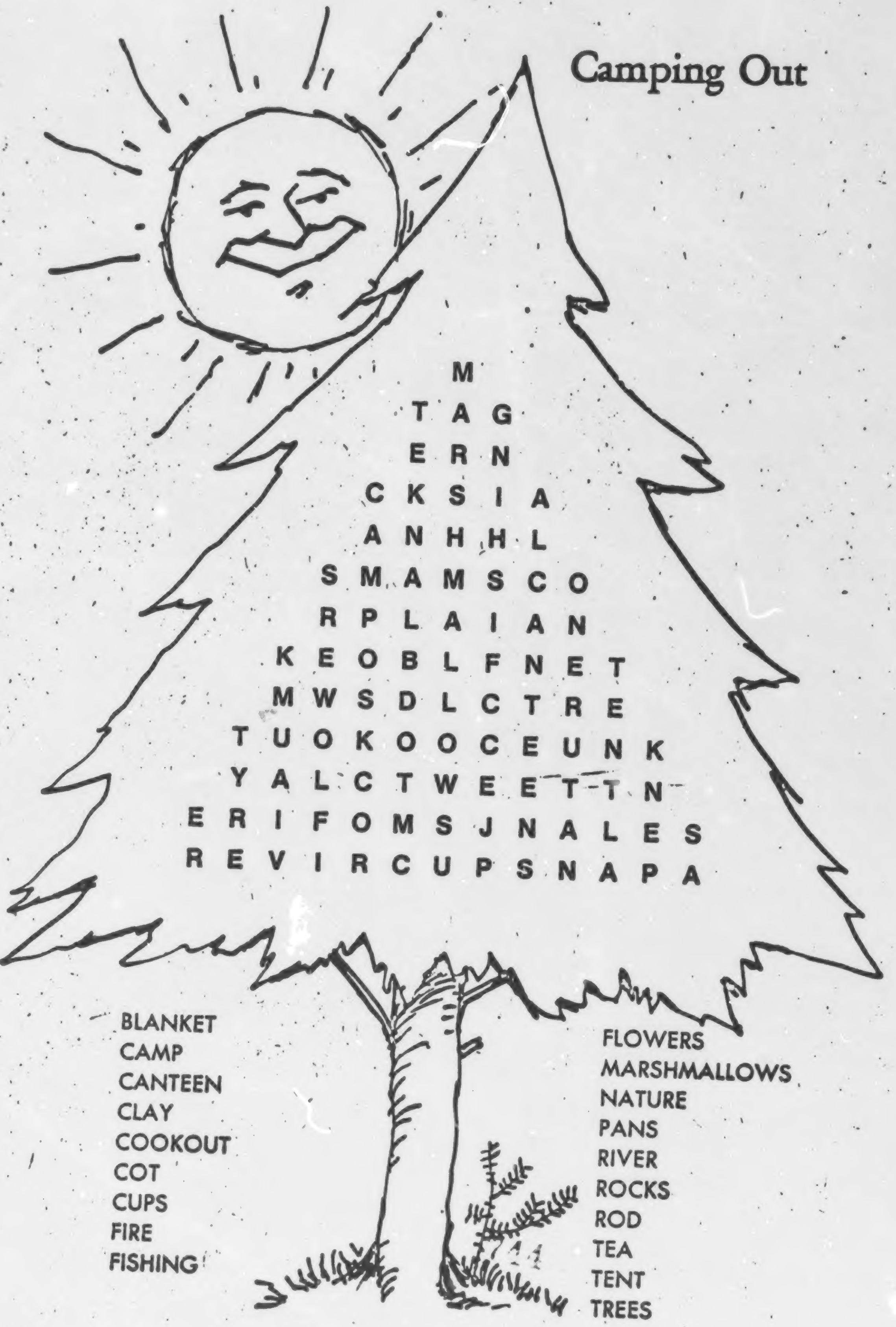
We build a blazing CAMPFIRE and cook dinner in a POT. For dessert there are MARSHMALLOWS to roast.

When the sun goes down we light our LANTERN and sit around the warm fire and SING. The MOON and STARS always seem brighter when we're far from town.

Soon it is time for each of us to curl up in a SLEEPING BAG and let the gentle night sounds lull us to sleep.

WORD SEARCH
"CAMPING OUT"

Camping Out



M
T A G
E R N
C K S I A
A N H H L
S M A M S C O
R P L A I A N
K E O B L F N E T
M W S D L C T R E
T U O K O O C E U N K
Y A L C T W E E T T N
E R I F O M S J N A L E S
R E V I R C U P S N A P A

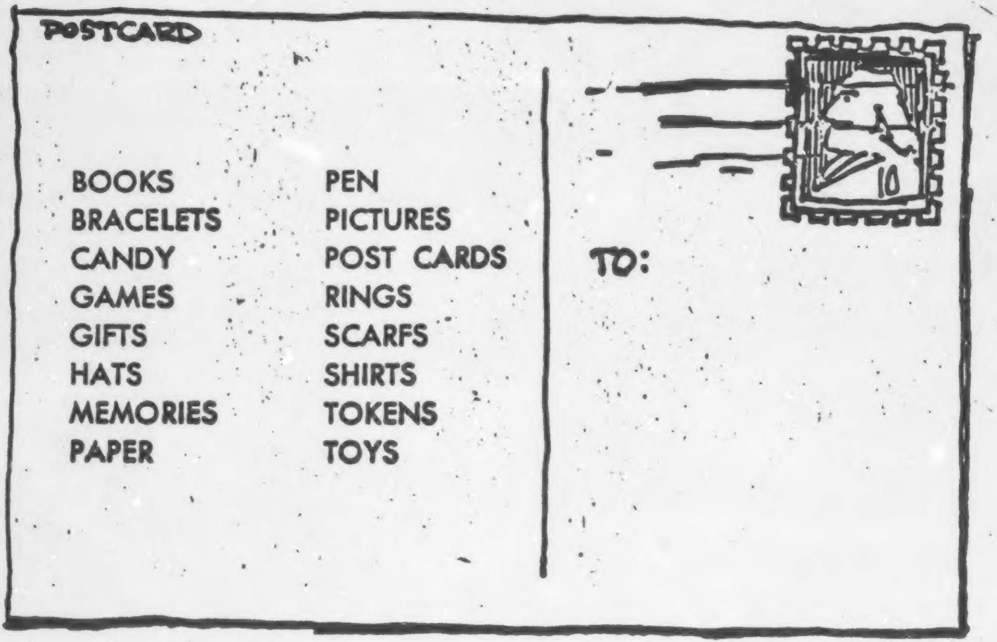
BLANKET
CAMP
CANTEEN
CLAY
COOKOUT
COT
CUPS
FIRE
FISHING

FLOWERS
MARSHMALLOWS
NATURE
PANS
RIVER
ROCKS
ROD
TEA
TENT
TREES

WORD SEARCH
"STOPPING FOR SOUVENIRS"

Y	D	N	A	C	M	H	N	O	R	K
R	L	K	W	S	A	J	S	E	E	S
P	K	T	S	T	H	Z	C	V	P	D
I	T	Y	S	E	S	I	A	D	A	R
C	O	M	S	L	D	T	R	G	P	A
T	K	V	D	E	L	J	F	T	L	C
U	E	L	X	C	M	P	S	I	S	T
R	N	C	W	A	N	A	Z	C	G	S
E	S	G	J	R	W	N	G	L	N	O
S	K	O	O	B	K	Y	R	J	I	P
S	E	I	R	O	M	E	M	G	R	N

Stopping for Souvenirs



BOOKS
BRACELETS
CANDY
GAMES
GIFTS
HATS
MEMORIES
PAPER
PEN
PICTURES
POST CARDS
RINGS
SCARFS
SHIRTS
TOKENS
TOYS

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE NATIONAL FORESTRY AND TIMBER MANAGEMENT SUBJECT(S) Reading GRADE LEVEL(S) 4 through 8

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

⊗ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

2.1 Students will relate occupations to the needs and functions of society.

2.4 Students will know the characteristics of various occupations.

3.1 Students will be able to make effective decisions.

4.1 Students will be able to function to their capacities in their school subjects.

4.3 Students will know the prerequisites of a variety of occupations.

ACTIVITIES AND EVALUATION PROCEDURES

1. Review the dictionary pronunciation skills of sounding and saying unfamiliar words.
2. Look up each of the vocabulary words in Part A of Worksheet, "National Forestry and Timber Management" (attached), and write a definition that you can understand.
3. Read the story, "National Forestry and Timber Management" (attached).
4. Complete Worksheet, "National Forestry and Timber Management" (attached).
5. Do the logic "Puzzle 62, "Wooden Work" (attached).
6. Study the word list of trees on Word Search, "Among the Trees"(attached) for recognition of names of some common trees.
7. Study the names of the insects that attack plants. Pronounce them by using the dictionary if needed. Find and circle the insects in the Word Searches, "A Buggy Puzzle" and "Insect Words" (attached).

MATERIALS AND RESOURCES

Worksheet:
"National Forestry and Timber Management" (2 pages)

Story:
"National Forestry and Timber Management" (2 pages)

Puzzle:
"Wooden Work"

Word Search:
"Among the Trees"
"Insect Words"
"A Buggy Puzzle"

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NATIONAL FORESTRY AND TIMBER MANAGEMENT

A. VOcabulary

Directions: Find a definition that you can understand and write it after each word in the list. Practice the pronunciation of each word that you find in parenthesis immediately after each word.

1. conservation (kon′sėr vā shən)
2. timberlands (tim′ber landz)
3. population (pop′ ū lā′shən)
4. renewable (ri nü′abl)
5. prevent (pri vent′)
6. insect (in′sekt)
7. attacks (ə taks′)
8. technicians (tek nish′ən)
9. sappling (sap′ling)
10. dispose (dis pōz)
11. slash (slash)
12. stress (stres)
13. electric (ē lek′trik)
14. heroic (hi rō′ik)
15. disease (dĭ zez′)
16. rescue (res′kū)

B. Suffixes

When the suffix able is added to a word it changes the meaning to be able to do what the word indicates. Example, correct-able means ability to be corrected, print-able means ability to be printed, read-able means ability to be read.

Directions:
Match the following words, that end with able, to their correct meaning.

___available a. ability to make new again

___capable	b. ability to be managed
___ renewable	c. ability to make use of
___ manageable	d. that can be worked
___ workable	e. that can be painted
___ paintable	f. having ability to do a thing

C. Forests are made up of two kinds of trees. Trees that lose their leaves once a year and needle trees that are continuously green all year round and are called evergreens.

Directions: List the following trees in the correct column. If you don't know what kind of tree it is look up each in the dictionary, and if it is an evergreen it will so state.

ash
poplar
balsam
pine
redwood
palm
oak
maple
walnut
elm
locust
plum
hickory
apple
birch
willow
elder-berry
cherry
cedar
holly
sequoia
fir
spruce

TREES THAT LOSE LEAVES(Broadleaf)	EVERGREEN

D. After reading the story list 6 things that a Forest Ranger must do as a part of his job.

1.____

2.____

____

4.____

5.____

6.____

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NATIONAL FORESTRY AND TIMBER MANAGEMENT

Parks and Recreation by Virgini and Joseph R. McCall

Careers in the Outdoors by Mark Boesch

Most jobs in the nations forests and timber areas are in the field of conservation. Conservation is the wise use and renewal of forests for the greatest good of the greatest number for the longest time.

Forestry deals with the wise use of and the protection of timberlands so that they will continue to yield raw materials and an increasing number of forest products for our world's population.

Forestry really is the management of a renewable natural resource known as timber or wood. A forest ranger helps prevent forest fires and insect attacks on trees.

Careers in forestry are available at several levels. Professional forester is the top administrative job. Non-professional workers are classed as timber management technicians. They supervise the sale of timber, work at sappling development , plant trees and dispose of slash or undergrowth around trees.

Both the National Park Service and the United States Forest Service stress that the people they are looking for are capable of hard work. Sometimes forest personnel are located in a remote part and the ranger must fight loneliness. In the vacation season many of the forest rangers jobs become more difficult. Great numbers of people are in the forests and that creates many problems. Rangers must be on the look-out for camp fires that can cause forest fires, find people who are lost or injured , and keep in constant and

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continual follow-up of electric power lines that run through the forests.

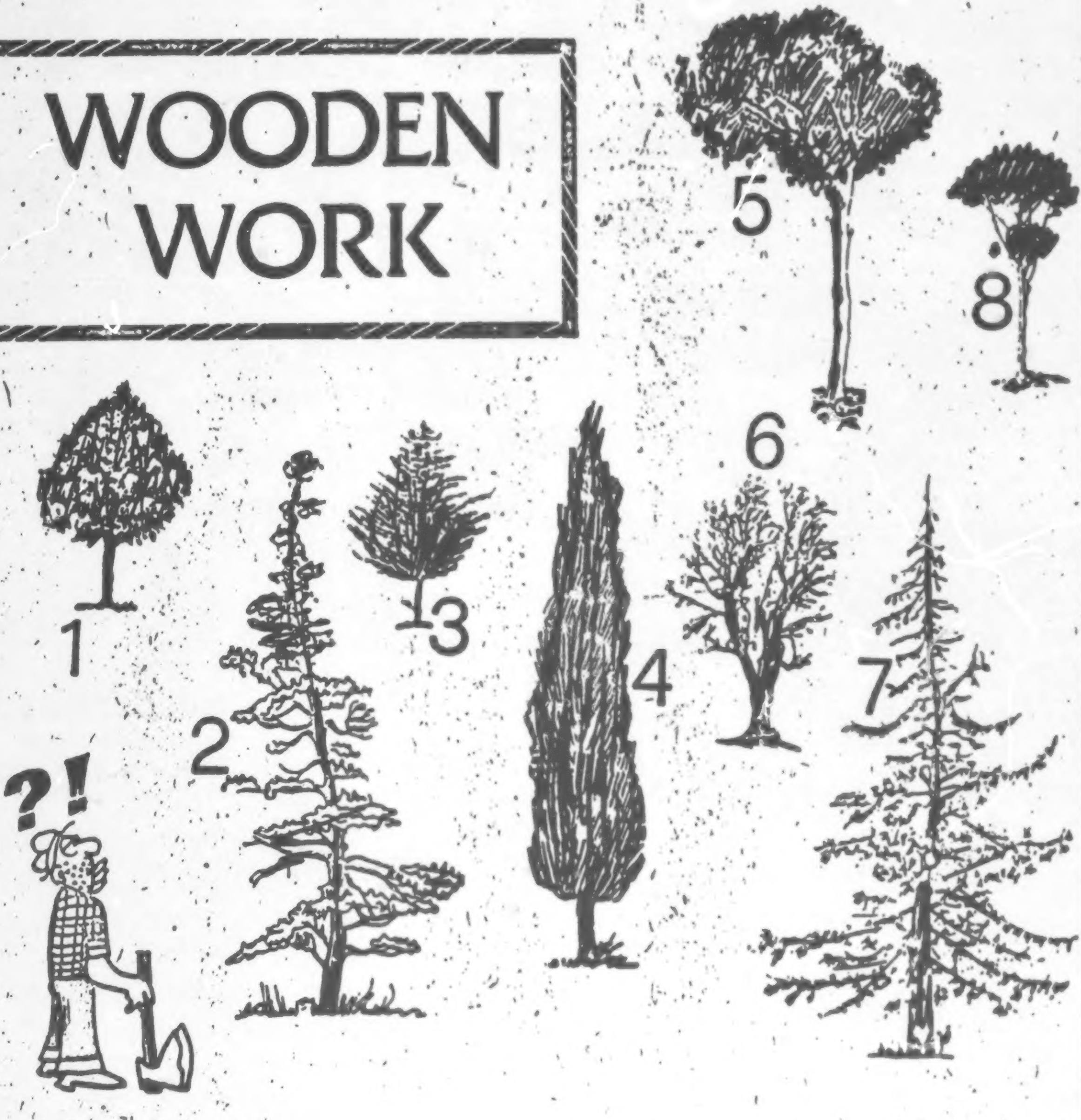
Forestry rangers work is heaviest when most of us are on vacation . Many rangers are called upon to make heroic rescues that cut through an eight hour period of duty.

Can you picture yourself as a forest ranger, forest fire fighter, planter and cultivator of new trees? Rangers must also be alert to disease in trees. Would you like to be the hero in a dangerous rescue operation?

With the rate of growth of the peoulation in our country, the demand for more National Parks we will need more forest rangers. For the top level positions, a college education is necessary but many jobs can be learned by working in forests. Salaries are from $8,500 to $25,000.

PUZZLE 62

WOODEN WORK



This troubled wood-cutter was told by his boss to cut down the shortest and the tallest tree in the forest. Do you see the two?

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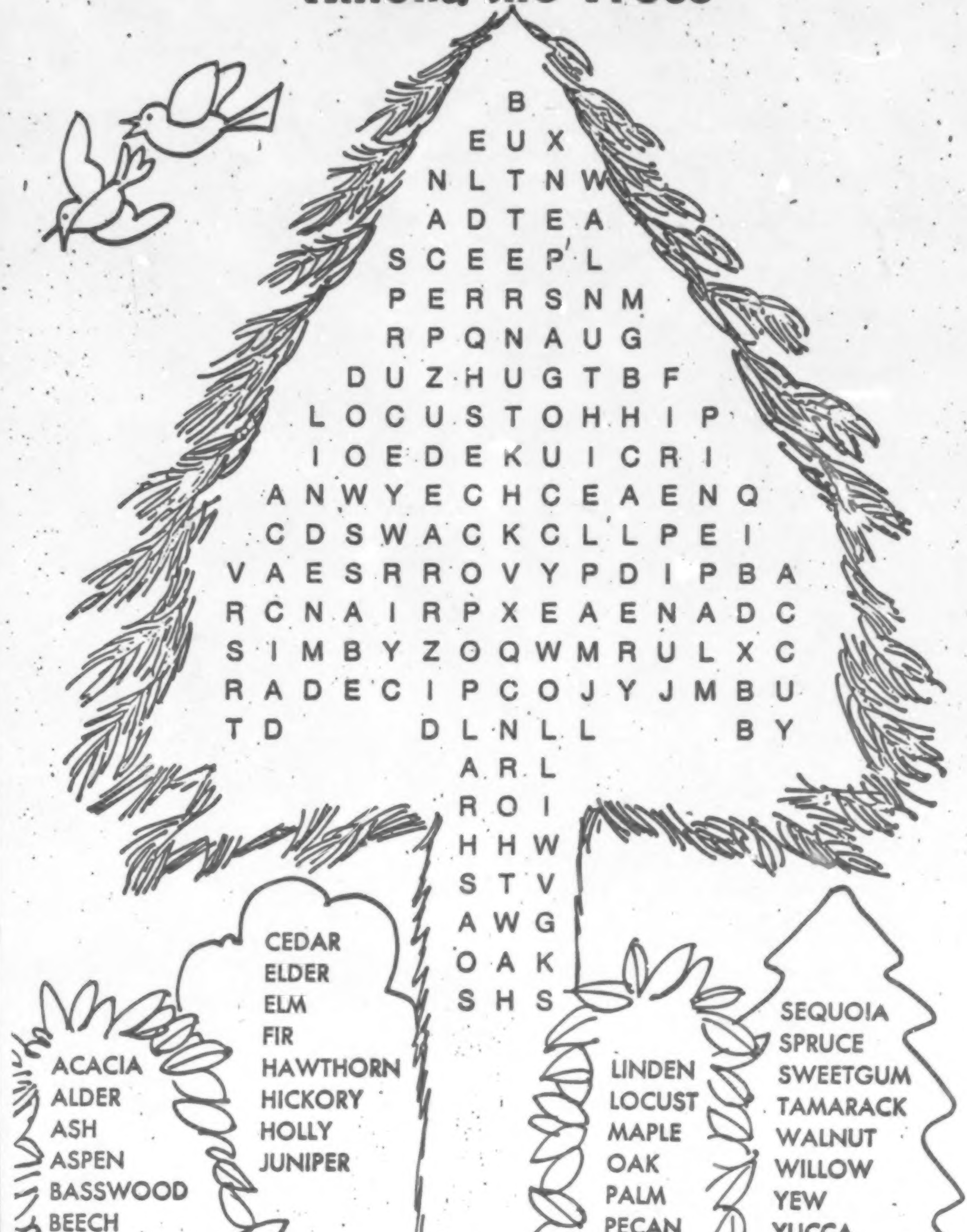
WORD SEARCH
"AMONG THE TREES"

Among the Trees



```
              B
            E U X
          N L T N W
          A D T E A
        S C E E P L
        P E R R S N M
        R P Q N A U G
      D U Z H U G T B F
    L O C U S T O H H I P
    I O E D E K U I C R I
  A N W Y E C H C E A E N Q
  C D S W A C K C L L P E I
V A E S R R O V Y P D I P B A
R C N A I R P X E A E N A D C
S I M B Y Z O Q W M R U L X C
R A D E C I P C O J Y J M B U
T D       D L N L L       B Y
            A R L
            R O I
            H H W
            S T V
            A W G
            O A K
            S H S
```

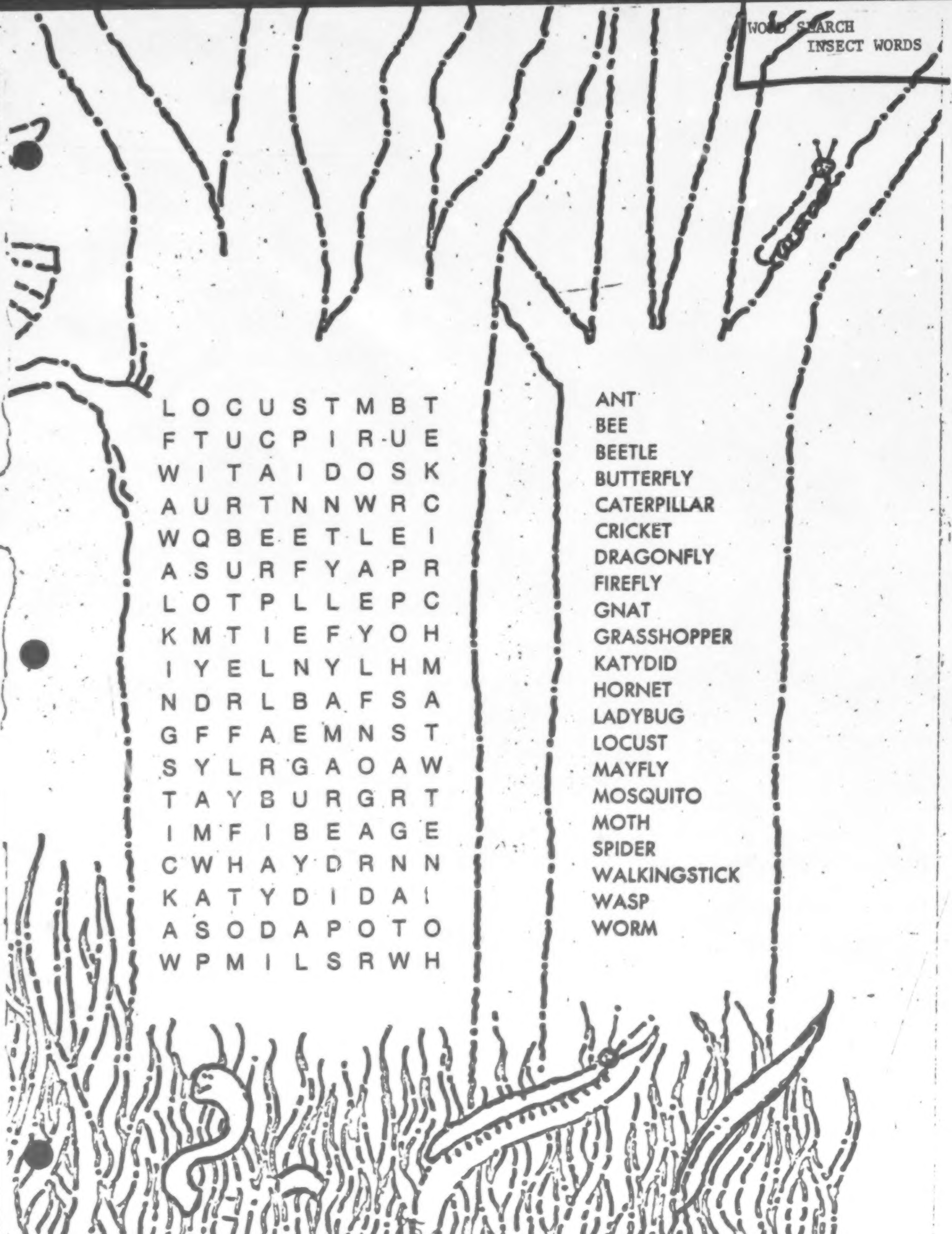
ACACIA
ALDER
ASH
ASPEN
BASSWOOD
BEECH
BIRCH
BUTTERNUT

CEDAR
ELDER
ELM
FIR
HAWTHORN
HICKORY
HOLLY
JUNIPER

LINDEN
LOCUST
MAPLE
OAK
PALM
PECAN
PINE
POPLAR

SEQUOIA
SPRUCE
SWEETGUM
TAMARACK
WALNUT
WILLOW
YEW
YUCCA

WORD SEARCH
INSECT WORDS



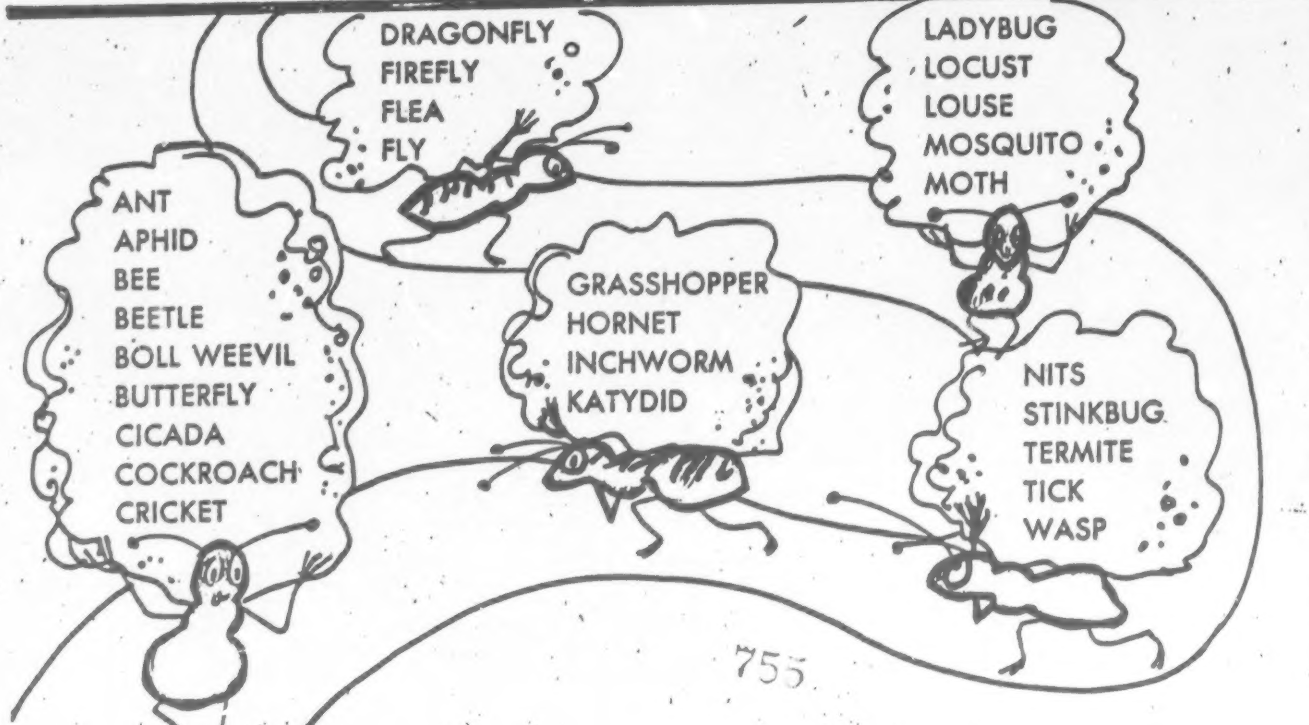
L O C U S T M B T
F T U C P I R U E
W I T A I D O S K
A U R T N N W R C
W Q B E E T L E I
A S U R F Y A P R
L O T P L L E P C
K M T I E F Y O H
I Y E L N Y L H M
N D R L B A F S A
G F F A E M N S T
S Y L R G A O A W
T A Y B U R G R T
I M F I B E A G E
C W H A Y D R N N
K A T Y D I D A I
A S O D A P O T O
W P M I L S R W H

ANT
BEE
BEETLE
BUTTERFLY
CATERPILLAR
CRICKET
DRAGONFLY
FIREFLY
GNAT
GRASSHOPPER
KATYDID
HORNET
LADYBUG
LOCUST
MAYFLY
MOSQUITO
MOTH
SPIDER
WALKINGSTICK
WASP
WORM

WORD SEARCH
"A BUGGY PUZZLE"

A Buggy Puzzle

I	N	C	H	W	O	R	M	B	L	D	F	L	Y	L
Y	M	A	L	G	X	F	Q	I	H	G	B	V	R	O
L	O	D	M	T	L	Y	V	C	J	X	W	X	E	U
F	S	A	G	Z	M	E	A	W	A	H	K	A	P	S
R	Q	C	Y	R	E	O	K	N	G	A	C	B	P	E
E	U	I	P	W	R	J	T	V	P	B	I	P	O	T
T	I	C	L	K	E	B	Z	H	X	N	T	S	H	I
T	T	L	C	B	T	L	I	Y	F	L	E	A	S	M
U	O	O	R	E	V	D	T	G	I	W	K	W	S	R
B	C	Q	N	I	E	Z	U	E	R	H	C	Q	A	E
X	F	R	H	G	C	B	E	L	E	D	I	B	R	T
Z	O	K	A	T	Y	D	I	D	F	B	R	E	G	A
H	P	N	J	D	H	U	Z	K	L	O	C	U	S	T
O	D	R	A	G	O	N	F	L	Y	N	W	I	E	X
U	Z	L	V	W	Q	M	G	U	B	K	N	I	T	S



DRAGONFLY
FIREFLY
FLEA
FLY

LADYBUG
LOCUST
LOUSE
MOSQUITO
MOTH

ANT
APHID
BEE
BEETLE
BOLL WEEVIL
BUTTERFLY
CICADA
COCKROACH
CRICKET

GRASSHOPPER
HORNET
INCHWORM
KATYDID

NITS
STINKBUG
TERMITE
TICK
WASP

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CAREERS IN WILDLIFE AND FISHERIES MANAGEMENT SUBJECT(S) READING GRADE LEVEL(S) 4 through 8

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

2.4 Students will know the characteristics of various occupations.

3.1 Students will be able to make effective decisions.

4.1 Students will be able to function to their capacities in their school subjects.

4.2 Students will be able to apply basic academic skills to daily living tasks.

4.3 Students will know the prerequisites of a variety of occupations.

ACTIVITIES AND EVALUATION PROCEDURES

1. Review the rules of dictionary pronunciation. Pronounce each of the words in the vocabulary exercise, Part A of Worksheet "Wildlife and Fisheries" (attached).
   Look up each word in the dictionary and write down a definition for each that you understand.
2. Read the story, "Careers in Wildlife and Fisheries Management" (attached).
3. Review the rules for making words plural and do Part B of Worksheet, "Wildlife and Fisheries" (attached).
4. Review the terms antonym and synonym and do Part C of Worksheet, "Wildlife and Fisheries".
5. Discuss the Word Search, "Our Vanishing Wildlife", (attached). Read aloud the names of the animals listed on the sheet. Work the sheet.
6. Read the vocabulary of wildflowers from Word Search, "Wildflowers We Love" (attached). Work the sheet.

MATERIALS AND RESOURCES

Worksheet:
"Wildlife and Fisheries"
(3 pages)

Story:
"Careers in Wildlife and
Fisheries Management"
(2 pages)

Word Search:
"Our Vanishing Wildlife"
"Wildflowers We Love"
"Goin' Fishin"' (2 pages)
"Bird Watching" (page 1)
"Bird Watching" (page 2)

CONTINUED
Career Education Infusion Strategies

CEIS Title CAREERS IN WILDLIFE AND FISHERIES MANAGEMENT

Submitted by: Phyllis M. Nelson

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	7. Read vocabulary of Word Search, "Goin' Fishin' " (attached) then circle the names of the fish. 8. Read vocabulary of the Word Search, "Bird Watching Pages 1 and 2" (attached) then circle the names.	

WILDLIFE AND FISHERIES

A. Vocabulary

Directions: Using the following pronunciation guide pronounce each word until you are able to recognize it. Find a meaning for each word that you can understand and write it down.

a as in cat ā as in āte
e as in elephant ē as in ēach
i as in Indian ī as in īce
o as in Octopus ō as in ōld
u as in umbrella ū as in ūse
ü as in rule ér as in her
ə as in about ôr as in for

1. wildlife (wīld′līf)
2. fishery (fish′ėrē)
3. survival (sér vīv′əl)
4. environment (en vī′rən mont)
5. sustains (səs tānz)
6. refuge (ref′ū j)
7. habitat (hab′ə tat)
8. predator (pred′ə tôr)
9. maintain (mān tān)
10. deliberate (dē lib′ėr āte)
11. endanger (en dān′jér)
12. species (spē shēz)
13. alligator (al ə gā tôr)
14. sufficient (sə fish′ ənt)
15. extinction (eks tingk′ shən)
16. credit (kred′it)
17. replenish (ri plen′ ish)
18. pollution (pə lü shən)

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B. Make the following words plural (meaning more than one). The plurals are in the story. Rules to review.

1. Most words add an s.
2. Words ending in s, x, sh, and ch add es.
3. Words ending in y preceeded by a vowel add s. tray-trays
4. Words ending in y preceeded by a consonant you change the y to i and add es. city-cities
5. Words that end in f preceeded by a vowel add s. chief-chiefs
6. Words that end in f preceeded by a consonant you change the f to v and add es. wolf-wolves
7. Some words remain the same.

Write the plural of the word and then put the number of the rule that applies.

1. fishery

2. predator

3. refuge

4. animal

5. turkey

6. lion

7. elk

8. moose

9. herd

10. grizzly

11. wolf

12. scavanger

13. day

14. fish

15. river

16. lake

17. salary

18. owner

19. manager

20. job

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C. Antonyms are words that mean the opposite of another word.

Directions: Find a word that means the opposite of each word in the following: Use the story "Careers in Wildlife and Fisheries Management."

1. In paragraph 1, sentence 3 a word that is the opposite of sick.
2. In paragraph 1, sentence 1 a word that is the opposite of tame.
3. In paragraph 3, sentence 1 a word that is the opposite of careless.
4. In paragraph 3, sentence 2 a word that is opposite of started.
5. In paragraph 3, sentence 4 a word th t is the opposite of hate.
6. In paragraph 4, sentence 1 a word that is opposite of late.
7. In paragraph 4, sentence 3, a word that is the opposite of destroy.
8. In paragraph 7, sentence 2 a word that is the opposite of bottom.
9. In paragraph 7, sentence 3, a word that is opposite of low.
10. In paragraph 8, sentence 1, a word that is opposite of smallest.

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CAREERS IN WILDLIFE AND FISHERIES MANAGEMENT

Parks and Recreation by Virginia and Joseph R. McCall

Careers in the Outdoors by Mark Boesch

Are all forms of wildlife and fisheries important? Do they make a difference? Man's survival depends upon the kind of healthy environment that sustains wildlife survival. Wildlife management is a good and useful science.

In the management of wildlife and fisheries we provide big game refuges and stock them with wildlife and fish and so improve the habitat of these animals and fish. There is a need for predators in the refuges to maintain the balance between what an area will support in the way of food and the continuing good health of the animals.

Through careful and deliberate wildlife management many endangered species of plants, animals, birds and fish have been saved and provided for. Alligators have been moved from drying lake beds to new locations, a government dam and power plant were stopped because of the small fish the "snail darter." Wild turkeys have been restored in sufficient numbers to the woods in central United States and herds of elk, moose, mountain lions, mountain goats, wild burroughs and bison have been preserved in herds in the west that were facing extinction. Birds such as the Trumpter Swan, Whooping Cranes and the American Eagle have also been saved for future generations to enjoy. The grizzly bear, coyote, and the wolf, predators and scavangers, are having a hard time of surviving. The work of the wildlife management service is given the credit for saving many of our endangered species.

America in its early days was as blessed with fish as well as other wildlife. Fishing as a sport is more popular than hunting. As our population continues to grow, so the need for fisheries management to provide, replenish and control the supply of fish.

Because of the pollution of many of our rivers and lakes it is necessary that the habitat be good in the streams if we are to have a good fishery resource.

Work on fisheries management is just beginning so the opportunities are good for those desiring to work in this field.

Salaries in wildlife management and fisheries management begin at $8,500 and go up to $26,000 a year. Top level jobs require a college degree while many non-professional jobs require only practical experience. Game Wardens need only a high school background.

The Federal and State Governments are the biggest employers in this field, but more and more large land owners are employing wildlife managers for their own land improvement.

WORD SEARCH
"OUR VANISHING
WILDLIFE"

(#39) OUR VANISHING WILDLIFE

ARABIAN ORYX
BACTRIAN CAMEL
BIGHORN SHEEP
BISON
CAHOW
CARIBOU
CHEETAH
CHINCHILLA
CONDOR
COUGAR
COYOTE
CROCODILE
EAGLE
EGRET
EVERGLADE KITE
FLAMINGO

GORILLA
GREEN TURTLE
GRIZZLY BEAR
HEATH HEN

KEY DEER
KOALA

LAYSAN TEAL
LEMUR

LEOPARD
LUNGFISH
LYNX
OKAPI

PANDA
POLAR BEAR
RHINOCEROS
ROSS'S GOOSE
SALMON
SCARLET IBIS
SPOONBILL
STURGEON
TORTOISE
TUATARA
WALRUS
WHALE
WHITE-TAILED GNU
WOLF
WOLVERINE
YAK

B	N	L	W	D	N	L	K	Q	W	C	P	H	S	I	F	G	N	U	L
A	F	O	V	H	E	O	C	A	O	O	H	R	E	R	T	W	G	K	F
C	D	P	M	M	A	O	T	Y	Y	G	L	C	F	G	O	X	J	H	L
D	C	N	U	L	N	L	O	T	E	J	S	F	G	H	R	Z	M	D	A
H	H	R	A	D	A	T	E	E	L	A	Y	S	A	N	T	E	A	L	M
E	E	B	O	P	E	S	S	B	T	K	B	C	H	S	V	W	T	A	I
A	E	R	I	C	S	I	L	G	R	I	Z	Z	L	Y	B	E	A	R	N
T	T	M	W	S	O	E	V	T	U	A	T	A	R	A	E	B	A	A	G
H	A	Q	X	T	O	D	W	C	T	L	P	L	J	K	T	W	L	B	O
H	H	N	R	P	G	N	I	F	N	E	O	L	K	E	I	A	L	I	F
E	K	O	A	X	S	L	X	L	E	V	K	I	L	Y	K	L	I	A	S
N	T	R	N	F	S	P	E	H	E	Z	A	R	N	D	E	R	H	N	P
O	D	Y	Z	G	S	M	S	L	R	M	P	O	Q	E	D	U	C	O	O
E	L	R	B	K	O	N	R	D	G	Z	I	G	M	E	A	S	N	R	O
G	B	A	C	T	R	I	A	N	C	A	M	E	L	R	L	C	I	Y	N
R	H	I	N	O	C	E	R	O	S	Q	E	D	W	P	G	D	H	X	B
U	G	S	H	J	Q	S	Z	S	I	B	I	T	E	L	R	A	C	S	I
T	H	G	R	A	G	U	O	C	P	O	L	A	R	B	E	A	R	X	L
S	I	C	A	R	I	B	O	U	B	E	N	I	R	E	V	L	O	W	L
B	J	T	C	H	V	U	N	G	D	E	L	I	A	T	E	T	I	H	W

Wildflowers We Love

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                  J
                D A S
              O T C X U
            R E W K L I N
          N L C D I R I S F
        E O O A A N G T H Z L
      D I W B L I T A S T E R O
    L V S I C S S H C E P M B R W
  O B L A C K E Y E D S U S A N L E
G X I H W H T N Z P D O C W Y M I K R
  P D X J I H N I U A R R E V O L C
    O B R C I A V L N M E I Z F O
      P L O S N L P D I T A O L
        P R T E A I E R T R U
          Y L E U T L P U M
            E U R Z I Y B
              Q E W O I
                L P N
                  E
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ASTER
BLACK-EYED SUSAN
BUTTERCUP
CHICORY
CLOVER
COLUMBINE
COWSLIP

DAISY
DANDELION
GOLDENROD
IRIS
JACK-IN-THE-PULPIT
LAUREL
LILY

POPPY
PRIMROSE
QUEEN ANNE'S LACE
SUNFLOWER
THISTLE
VIOLET

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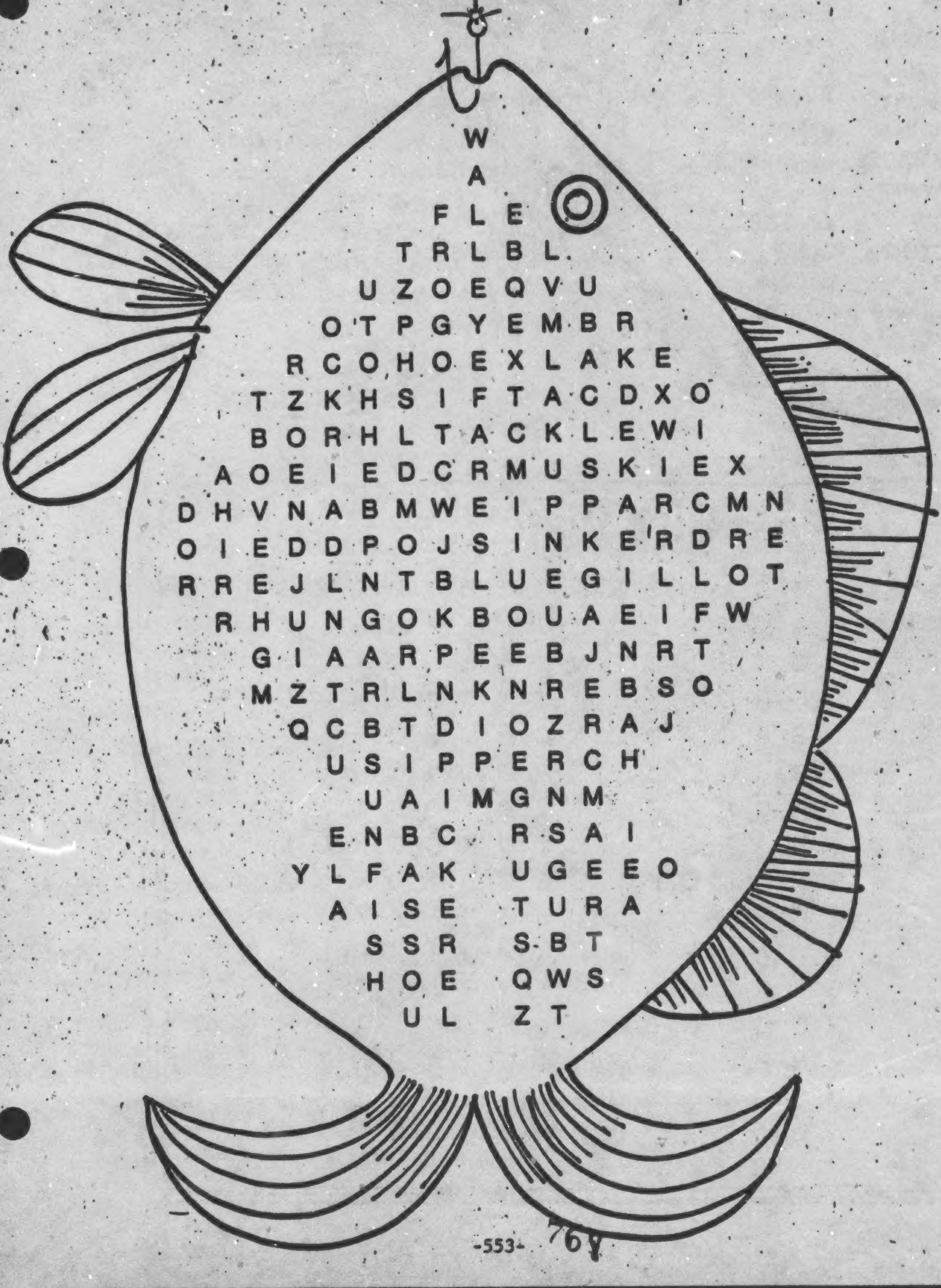
WORD SEARCH
"GOIN' FISHIN'"
PAGE 1

- BAIT
- BASS
- BOAT
- BOBBER
- BUGS
- BLUEGILL
- CAST
- CATFISH
- COHO
- CRAPPIE
- FLY
- FROG
- HOOK
- LAKE
- LEADER
- LINE
- LURE
- MINNOW
- MOTOR
- MUSKIE
- NET
- PERCH
- PICKEREL
- PIKE
- PLUG
- POLE
- POND
- REEL
- RIVER
- ROD
- SHINER
- SINKER
- STREAM
- STRINGER
- STURGEON
- SUNFISH
- TACKLE
- TROUT
- WALLEYE
- WORM

Goin' Fishin'



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                W
                A
              F L E
            T R L B L
          U Z O E Q V U
        O T P G Y E M B R
      R C O H O E X L A K E
    T Z K H S I F T A C D X O
    B O R H L T A C K L E W I
  A O E I E D C R M U S K I E X
D H V N A B M W E I P P A R C M N
O I E D D P O J S I N K E R D R E
R R E J L N T B L U E G I L L O T
  R H U N G O K B O U A E I F W
    G I A A R P E E B J N R T
    M Z T R L N K N R E B S O
      Q C B T D I O Z R A J
        U S I P P E R C H
          U A I M G N M
        E N B C   R S A I
      Y L F A K   U G E E O
        A I S E   T U R A
          S S R   S B T
          H O E   Q W S
            U L   Z T
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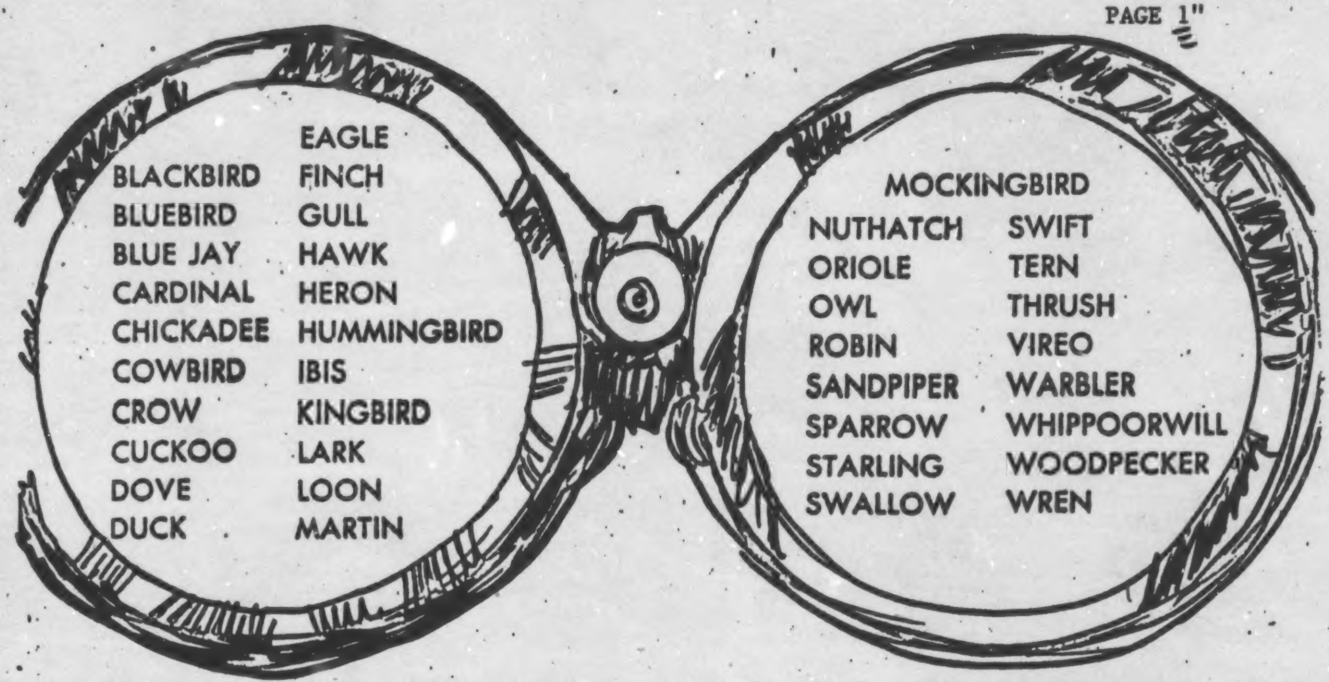
WORD SEARCH
"BIRD WATCHING
PAGE 1"



BLACKBIRD
BLUEBIRD
BLUE JAY
CARDINAL
CHICKADEE
COWBIRD
CROW
CUCKOO
DOVE
DUCK
EAGLE
FINCH
GULL
HAWK
HERON
HUMMINGBIRD
IBIS
KINGBIRD
LARK
LOON
MARTIN
MOCKINGBIRD
NUTHATCH
ORIOLE
OWL
ROBIN
SANDPIPER
SPARROW
STARLING
SWALLOW
SWIFT
TERN
THRUSH
VIREO
WARBLER
WHIPPOORWILL
WOODPECKER
WREN

Bird Watching

S	I	B	I	D	B	L	A	C	K	B	I	R	D	X	C
W	A	M	A	B	L	U	E	J	A	Y	R	N	R	V	O
A	O	N	E	L	U	Z	N	X	W	E	U	D	I	Z	W
L	H	R	D	J	E	I	A	E	K	T	P	R	B	Q	B
L	S	A	C	P	B	Z	A	C	H	M	E	Q	G	L	I
O	P	H	W	O	I	Y	E	A	Q	O	V	O	N	L	R
W	A	C	R	K	R	P	T	V	R	C	O	E	I	U	D
A	R	N	E	C	D	C	E	I	N	K	D	E	K	G	L
R	R	I	N	O	H	U	O	R	C	I	T	D	M	N	A
B	O	F	O	N	U	L	C	U	E	N	F	A	A	I	N
L	W	W	O	B	E	J	C	K	M	G	I	K	R	L	I
E	J	R	L	H	S	U	R	H	T	B	W	C	T	R	D
R	E	Q	D	O	E	A	G	L	E	I	S	I	I	A	R
H	N	R	E	T	L	A	N	I	D	R	A	H	N	T	A
H	U	M	M	I	N	G	B	I	R	D	X	C	Z	S	C
W	H	I	P	P	O	O	R	W	I	L	L	V	Y	R	T

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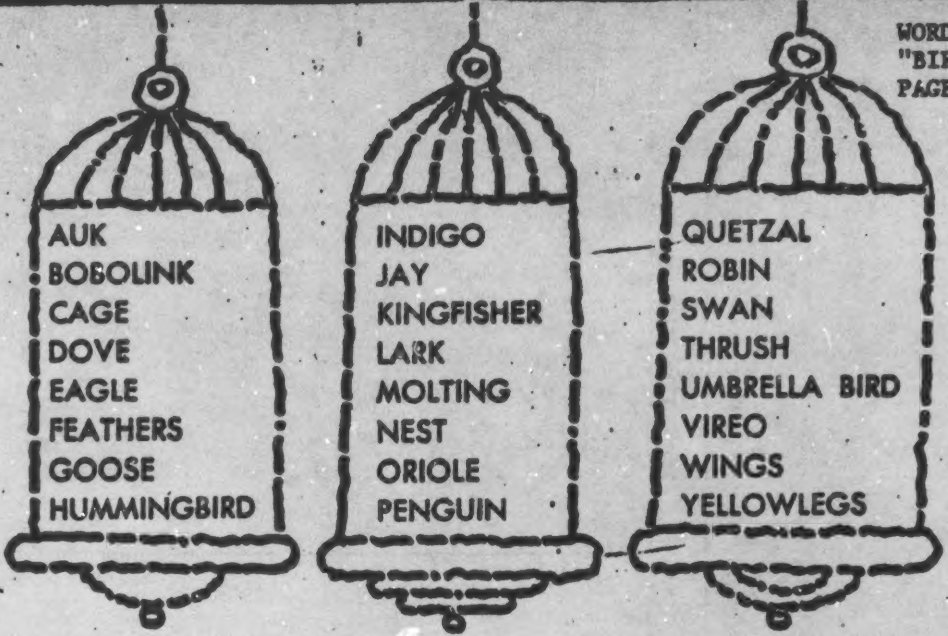
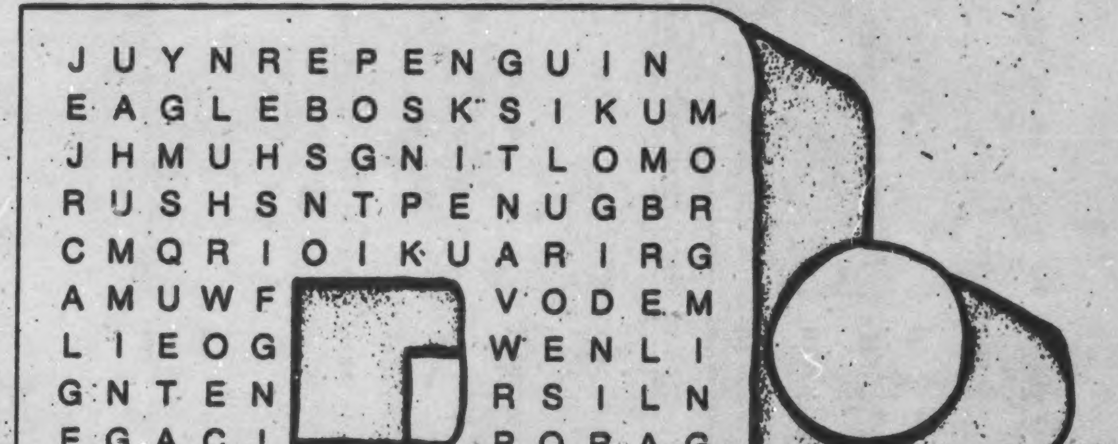
WORD SEARCH
"BIRD WATCHING
PAGE 2"



AUK
BOBOLINK
CAGE
DOVE
EAGLE
FEATHERS
GOOSE
HUMMINGBIRD

INDIGO
JAY
KINGFISHER
LARK
MOLTING
NEST
ORIOLE
PENGUIN

QUETZAL
ROBIN
SWAN
THRUSH
UMBRELLA BIRD
VIREO
WINGS
YELLOWLEGS



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J U Y N R E P E N G U I N
E A G L E B O S K S I K U M
J H M U H S G N I T L O M O
R U S H S N T P E N U G B R
C M Q R I O I K U A R I R G
A M U W F         V O D E M
L I E O G         W E N L I
G N T E N         R S I L N
E G A C I         P O R A G
V B I R K N I L O B O B B M
U I O E O R I O L E G R I O
M R R S E         G O O R N
B D L E V         N S F D I
E A G D O         E M E O Y
S L A N D         P K A V E
D W L L Y E H S U R H T W L
L I A O M O L P A P T H O L
E S R N Y E L L O W L E G S
G T A E F Y E W K I N R B A
S Q U E T Z A L A G L S E
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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE WATER CONSERVATION SUBJECT(S) READING GRADE LEVEL(S) 4 through 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Phyllis M. Nelson

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with others.

2.2 Students will know the interrelationships of their role as workers, family members, and citizens.

2.3 Students will be able to identify the function of leisure time in their lives.

3.1 Students will be able to make effective decisions.

4.0 Students will see a connection between academic and vocational words.

4.2 Students will be able to apply basic academic skills to daily living tasks.

ACTIVITIES AND EVALUATION PROCEDURES

1. Discuss the term water conservation. Look up the word conservation in the dictionary.
2. List on the board ways to conserve water.
   Examples:
   - fix dripping faucets
   - use less water in the bath tub
   - build dams to keep water
3. Review the dictionary pronunciation rules and pronounce the vocabulary words in Part A of Worksheet, "Water Conservation" (attached).
4. Find a definition in the dictionary that can be understood for each word and write it down
5. Read story "Water Conservation Career"(attached).
6. Complete the Worksheet, "Water Conservation" (attached).
7. Read vocabulary on Word Search, "Watery Words" (attached). Circle the words listed.
8. Do Word Search on "What's the Catch?"(attached).

MATERIALS AND RESOURCES

Worksheet:
"Water Conservation"
(2 pages)

Story:
"Water Conservation Career"
(2 pages)

Word Search:
"What's the Catch?"
"Watery Words"
(Super Word Circle)
(Whitman Book)

WATER CONSERVATION

A. Vocabulary

Directions: Find a meaning for each of the following words that you understand and write it down. Practice saying each word over and over. Remember the pronunciation guide.

1. commission (kə mish′ən)
2. meadow (med′ō)
3. marsh (märsh)
4. preserve (pri zerv′)
5. devote′ (di vōt)
6. scenic (sē′nik)
7. vision (vish′ən)
8. physical (fiz′ə kl)
9. diploma (də plō′mə)
10. license (lī′sns)
11. supervision (sü′pər viz′ən)
12. recreation (rek′rē ā′shən)

B. Put the vocabulary words in alphabetical order.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

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c. Classify the following into the columns marked rivers and lakes. Each of the words will go in one of the columns. If you don't know what a word is use the dictionary. All of the words can be found in the dictionary.

Mississippi
St. Lawrence
Great Salt
Hudson
Huron
Champlain
Michigan

Crater L.
Erie
Columbia
Snake
Colorado
Tahoe
Pecos

Arkansas
Ozark
Superior
Rio Grande
Platte
Red
Ohio

RIVERS	LAKES

D. List any water sport that you can think of.

WATER CONSERVATION CAREER

Parks and Recreation by Virginia and Joseph R. McCall
Careers in the Outdoors by Mark Boesch

In 1958 President Eisenhower created the ORRRC (Outdoor Recreation Resources Review Commission.) As a result of this commission, Congress in 1961 authorized grants of money to buy 102,000 acres of shoreline, meadows and marsh land in 31 states to be developed into areas for public use.

In 1971 the American public spent $700 million for boats. Interest in all forms of water sports has risen sharply. If gasoline prices continue to increase there will probably be an increase in the use of sailboats.

The first National Seashore and Recreation Area was Cape Hatteras a long sandy island purchased in 1953. Seashores, lakes and rivers are all waterways included in the Federal system of parks.

Water preserves will have to be divided between parks for the scenic qualities of lakes and rivers and the water areas to be devoted to the sports minded.

A Park Ranger in charge of a lake or river is specially trained in boating, swimming, water-skiing and water-oriented safety.

The educational requirement is a High School diploma. You must have 20/20 vision without glasses, good physical condition and a valid driver's license.

The salary ranges from $12,000 to 15,000 a year.

Would you like to earn your living helping to preserve the natural beauty of rivers, lakes and streams and inthe supervision and safety of water recreational activities?

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WORD SEARCH
"WATERY WORDS"

B	W	E	A	H	P	L	T	H	H	A	R	B	O	R
L	A	B	R	U	O	B	C	O	A	N	A	D	E	I
E	C	Y	D	S	O	O	W	C	R	A	C	W	T	O
L	C	D	O	O	L	F	R	E	K	R	O	E	W	V
F	L	K	L	U	O	A	V	A	L	H	E	O	D	R
E	F	E	O	N	U	I	K	N	S	L	B	N	T	E
A	I	E	W	D	R	G	N	E	G	A	U	L	T	S
C	F	R	U	S	F	N	I	A	T	N	U	O	F	E
A	N	C	N	H	A	I	B	H	P	O	R	I	D	R
T	C	O	E	L	B	R	F	A	M	S	R	A	I	N
A	W	G	O	R	O	P	L	A	N	A	C	O	N	L
R	A	K	O	G	E	S	U	L	C	S	E	C	I	D
A	H	O	M	O	A	T	G	W	A	E	M	R	N	O
C	K	A	T	O	C	L	E	C	E	A	N	O	T	P
T	R	I	B	U	T	A	R	Y	O	D	P	N	D	S

SUPER WORD CIRCLE 6

WATERY WORDS

BATH
BAYOU
BROOK
CANAL
CASCADE
CATARACT
CREEK
DEW
FLOOD
FOUNTAIN
GULF
HARBOR
ICE
LAGOON
LAKE
LOCH
MOAT
OCEAN
POND
POOL
PUDDLE
RAIN
RESERVOIR
RIVER
SEA
SHOWER
SNOW
SOUND
SPA
SPRING
STREAM
SURF
SWELL
TORRENT
TRIBUTARY
WELL

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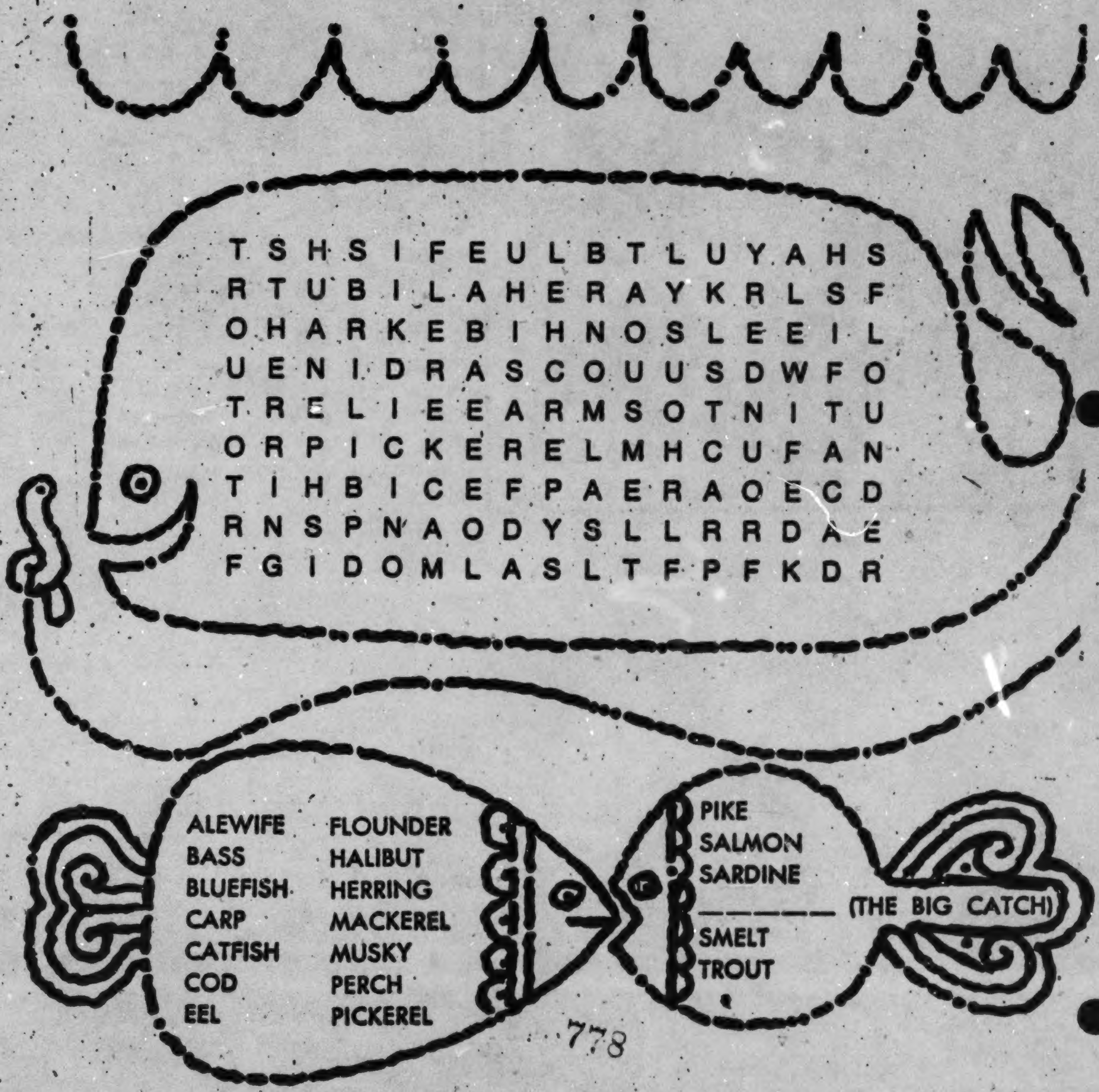
WORD SEARCH
"WHAT'S THE CATCH"

What's the Catch?



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T S H S I F E U L B T L U Y A H S
R T U B I L A H E R A Y K R L S F
O H A R K E B I H N O S L E E I L
U E N I D R A S C O U U S D W F O
T R E L I E E A R M S O T N I T U
O R P I C K E R E L M H C U F A N
T I H B I C E F P A E R A O E C D
R N S P N A O D Y S L L R R D A E
F G I D O M L A S L T F P F K D R
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ALEWIFE
BASS
BLUEFISH
CARP
CATFISH
COD
EEL

FLOUNDER
HALIBUT
HERRING
MACKEREL
MUSKY
PERCH
PICKEREL

PIKE
SALMON
SARDINE
_______ (THE BIG CATCH)
SMELT
TROUT

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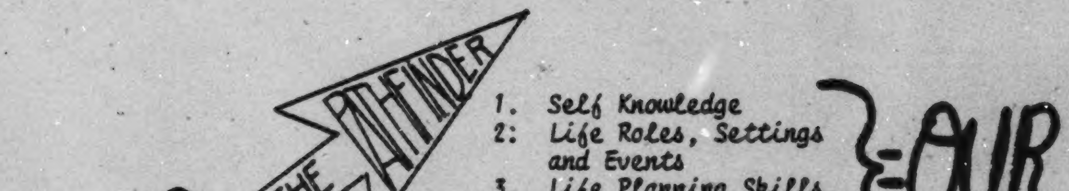
Career Education

INFUSION STRATEGIES

OTHERS


KANSAS CITY
CAREER
EDUCATION
THE
PATHFINDER
=OUR
DESTINY

1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE INDIVIDUALIZED INSTRUCTION SUBJECT(S) GENERAL GRADE LEVEL(S) 8th

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

1.2 Students will identify how their personal characteristics affect their relationships with others.

1.4 Students will know the necessity of being able to function in a variety of situations.

3.1 Students will be able to make effective decisions.

ACTIVITIES AND EVALUATION PROCEDURES

C.E.I.S. Title, "Surveying The Career Field":

1. Make a package folder of the following worksheets.
   "FAMILY CAREER TREE" page 9
   "OCCUPATIONAL DICTIONARY" page 10
   "JOINT ACCOUNTS" page 12
   "GOODS & SERVICES" page 13
   "AD COMPREHENSION" page 14
   "HELP WANTED" page 15
   "TIME TALLY" page 16
   "NAME THAT JOB" page 17
   "COMPOUND ACTIVITIES" page 22
   "INSTRUCTOR INFORMATION" page 26

2. Pass a package folder to each student for completion.

C.E.I.S. Title, "Exploring Career Options":

1. Make a package folder of the following worksheets.
   "MOVING ON" page 29
   "DIRECTING DUTIES" page 33
   "MAKING TRACKS" page 37
   "NATURAL RESOURCE SCRAMBLE" page 38
   "OH YES GIRLS CAN! page 43
   "BEAUTY-FULL JOBS" page 45

MATERIALS AND RESOURCES

Book:
At Least A Thousant Things To Do; Farnetti, etl.; Incentive Publication; 1977.

Master packets available at the District Career Education Center

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EIS Title INDIVIDUALIZED INSTRUCTION

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	C.E.I.S. Title, "Exploring Career Options" (continued) "HELP-WANTED" page 54 "FOR BOYS TOO!" page 55 "JOB COUNSELOR" page 59 "SHOPS GALORE" page 60 "MANUFACTURING MATCH" page 61 "ASSEMBLY LINE" page 63 "THE STORE" page 64 2. Pass a package folder to each student for completion. C.E.I.S. Title, "Examining Human Interdependence: 1. Make a package folder of the following worksheets. "PREDICTABLE CASUALTIES" page 68 "MOVING CONNECTIONS" page 69 "WORKING ATTITUDES" page 71 "MONETARY CONNECTIONS" page 73 "IZZY IRRESPONSIBLE" page 74 "WORLD WISE" page 78 2. Pass a package folder to each student for completion.	

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EIS Title INDIVIDUALIZED INSTRUCTION

ubmitted by: Shirley Schaaf

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	C.E.I.S. Title,"Looking To The Future": 1. Make a package folder of the following worksheets: "CAREER COAT OF ARMS" page 87 "GOALS TO GO" page 88 "TERM MATCH" page 89 "IT'S ALL IN THE NAME" page 90 "INTERVIEW INQUIRY" page 91 "YOUR OWN BAG" page 92 "CLOTHES CONTACT" page 95 "APPLICATION BLANK" page 96 "LOOK INTO THE FUTURE" page 97 2. Pass a package folder to each student for completion.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MARKET DAY SUBJECT(S) Spanish GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Pam Trimble

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function is a variety of situations.

4.1 Students will be able to function to their capacities in their school subjects.

4.2 Students will be able to apply basic academic skills to daily living tasks.

ACTIVITIES AND EVALUATION PROCEDURES

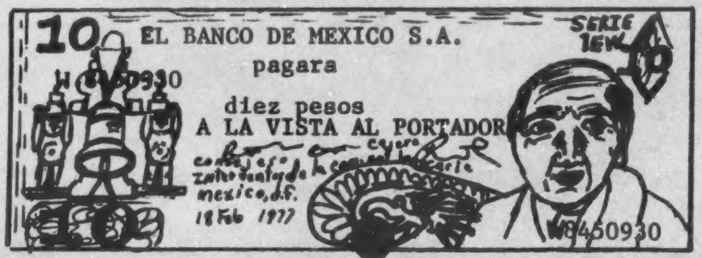
Divide the class into five groups. Have each group bring in items to sell (Spanish foods, baked goods, white elephants). On Market Day have each of the five groups set up shop in the classroom. One person from each group manages the selling while the others are free to buy using the bartering system.

Ditto pesos. Give each student 200 pesos with instructions that each must buy one item from each of the five vendors.

At the end of the activity, the seller and buyer having the most pesos are awarded "Grand Prizes".

Set up a bank to make change. Charge 10% for money exchange.

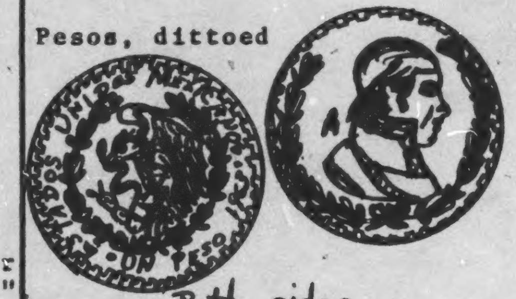
"Spanish only" for the day.


10
EL BANCO DE MEXICO S.A.
pagara
diez pesos
A LA VISTA AL PORTADOR
SERIE 1EW
W 8450930
Mexico, D.F.
18 Feb 1977
W8450930

MATERIALS AND RESOURCES

Items to sell

Pesos, dittoed


ESTADOS UNIDOS MEXICANOS
UN PESO

Both sides

← one side (paper pesos)

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MI CASA ES SU CASA SUBJECT(S) Spanish GRADE LEVEL(S) 7th

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Pam Trimble

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.4 Students will know the necessity of being able to function in a variety of situations. 4.2 Students will be able to apply basic academic skills to daily living skills	Invite Spanish speaking children, ages three to seven, to a student planned children's party. Have the students plan the invitations, refreshments decorations and activities. As the students are interacting with the children, through games or other activities, they will be learning how to communicate with Spanish speaking people.	Student made invitations, decorations and refreshments

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE FUTBOl! ¿QUÉ ES ESTO? SUBJECT(S) Spanish GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Pam Trimble

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.3 Students will be able to identify the function of leisure time in their lives.	Discuss: What is a national sport? What is the U. S. national sport? What is the national sport of Mexico and Spain? Have students research the rules and history of soccer. Teach the skills of soccer. Culminate with soccer games played outside.	Invite local soccer players in to assist with instruction and to participate in the games.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE GUADALAJARA - WHAT? SUBJECT(S) Spanish GRADE LEVEL(S) Junior High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Pam Trimble

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships.	Provide a list of possible pen pals from the Spanish speaking world.	International Youth Services New York, N. Y. for pen pal lists
1.3 Students will be able to communicate openly with others.	As a class, or in small groups, select one or more pen pals.	
2.1 Students will relate occupations to the needs and functions of society	Direct the content of the letters toward learning about lifestyles, including occupations of family members, leisure activities, values and future plans.	
4.2 Students will be able to apply basic academic skills to daily living tasks.	From letters received, generalize concerning similarities and differences among English and Spanish speaking people.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE SO, HOW CAN SPANISH HELP ME MAKE $$? SUBJECT(S) Spanish GRADE LEVEL(S) Junior High

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Pam Trimble

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society.	Have students investigate want ads on a daily basis. Cut out and post on a bulletin board any job descriptions that request bilingual skills. Note the types, locations and salaries of jobs.	Want ads
4.3 Students will know the prerequisites of a variety of occupations.	Each week feature an occupation which uses bilingual skills.	
	Bulletin Boards Interviews Research Discussion Filmstrips Films Role Play	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE CONSTRUCTING A WASTEBASKET SUBJECT(S) Industrial Arts GRADE LEVEL(S) 7 - 8

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Jim Crain

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to function in a variety of situations.

2.3 Students will be able to identify the function of leisure time in their lives.

2.4 Students will know the characteristics of various occupations.

ACTIVITIES AND EVALUATION PROCEDURES

Planned Time for Lesson: 7 Class Periods

1. Provide each student with an instruction sheet for making a wastebasket.
   a. Demonstrate each step on the instruction sheet.
   b. Explain tools and machines not previously covered in detail.

2. Provide each student with material for making a wastebasket.

3. Before the students begin the construction of a wastebasket ask them to respond to the following questions:
   1. Do you think making a wastebasket is something that should be done by: a. boys b. girls c. boys & girls?
   2. Which area of metalwork would include the construction of a wastebasket?
   a. Machining b. Casting c. Forging d. Sheet Metalwork

4. Have each student construct a wastebasket.

5. After completing the construction of the wastebasket, have each student evaluate each step in the construction according to enjoyment.
   1. Use a Continuum ranking.
   2. Student will then provide a brief written statement as to why each step was ranked as it was.

MATERIALS AND RESOURCES

Tools - Aviation Snips
Hand Bender
File

Machines - Forming Machine
Spot Welder
Grinder

Materials - Rags
Paint Thinner
Paint

Instruction sheets for Wastebasket; Blanked Out Material for Wastebasket; Continuum Ranking Form

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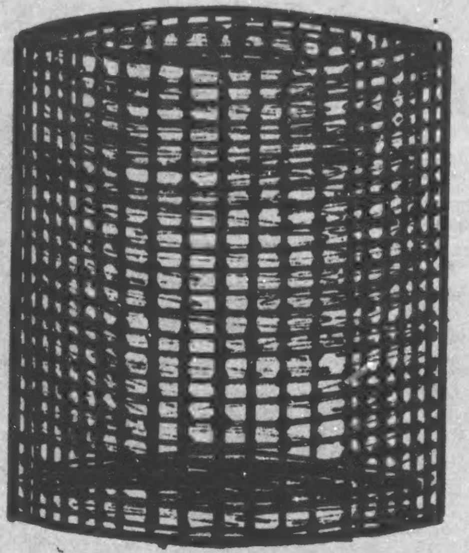
EIS Title CONSTRUCTING A WASTEBASKET

ubmitted by: Jim Crain

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	3. Do you think making a wastebasket is something that should be done by: a. boys, b. girls, c. boys and girls? 4. Do you think that the job of a sheet metal worker is for: a. men, b. women, c. men and women? Discuss the student responses. 6. Provide students with an estimated retail purchase price for the wastebasket and have each student decide whether he would have rather purchased one retail than to have constructed it. This decision could be expressed orally or in writing. 7. Point out to the students that construction of items such as this could be a worthwhile and enjoyable leisure time activity	

CONTINUUM RANKING FORM

DIRECTIONS: Use the instruction sheet for making the wastebasket. Rank each item on the sheet as to how much you liked or disliked doing it. Mark an X on each of the lines below to show how you felt about doing each step in making a wastebasket. The number of each line is the same as the number for that item on the instruction sheet.

BAD NEWS O.K. COOL

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

800

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MASS PRODUCTION - A BICYCLE FACTORY **SUBJECT(S)** Industrial Arts **GRADE LEVEL(S)** 7

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Jim Crain

C. E. GOALS AND TEACHING POINTS

1.3 Students will be able to communicate openly with others.

2.1 Students will relate occupations to the needs and functions of society.

2.4 Students will know the characteristics of various occupations.

3.1 Students will be able to make effective decisions.

4.1 Students will able to function to their capacities in their school subjects.

4.3 Students will know the prerequisites of a variety of occupations.

ACTIVITIES AND EVALUATION PROCEDURES

Planned Time for Lesson: 15 Class Periods

1. Show filmstrip "Off We Go To The Bike Factory" Discuss the filmstrip. Use the reading skills exercise developed for this filmstrip.
2. Identify the jobs involved in a bicycle factory. Assembler, machinist, welder or tool and die maker.
3. Identify the production companies involved in bicycle production. Steel mill, foundry or forge shop.
4. Develop job information for the jobs listed under item "b". Pre-test on job identification. Discuss each job Discuss the companies listed under item "C".
5. Show each of the following filmstrips: "Apprentice Tool & Die Maker"; "Assembly Line Worker"; "Hammersmith"; "Machinist"; "Steelworker". Discuss each filmstrip and apply information to the manufacturing of bicycles.

MATERIALS AND RESOURCES

Resources and equipment needed: Filmstrips - "Off We Go To The Bike Factory"; "Assembly Line Worker"; "Apprentice Tool & Die Maker"; "Hammersmith"; "Machinist"; "Steelworker"; Reading skills exercise for "Off We Go To The Bike Factory"; Filmstrip projector and Cassette player; Careers In Focus booklets Dictionary of Occupational Titles; Occupational Outlook Handbook; "Workers"; Yellow Pages; List of jobs; Pretests; Posttests

All resources available at District Career Education Resource Center or attached

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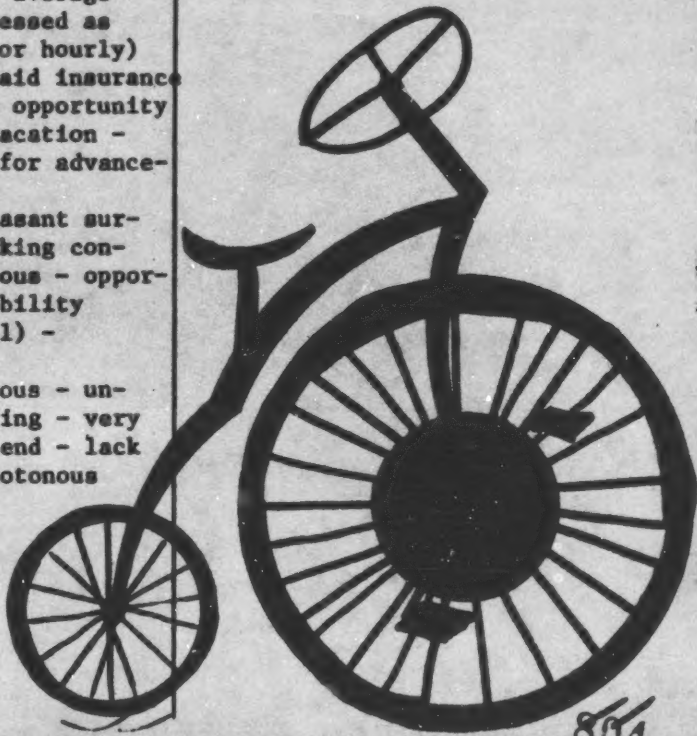
EIS Title MASS PRODUCTION - A BICYCLE FACTORY

ubmitted by: Jim Crain

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	6. Have students gather the following information about each job (divide into groups - each group responsible for one job. a. Job entry requirements: education - training - physical characteristics b. How to become trained for the job: O.J.T. - apprenticeship program - vocational or trade schools c. High school courses that would be helpful in preparing for the job: d. Wages - starting & top (use average national wage - may be expressed as annually, monthly, weekly, or hourly) e. Fringe benefits: company paid insurance retirement plan - bonuses - opportunity for extra earnings - paid vacation - training programs provided for advancement f. Job advantages: safe - pleasant surroundings - comfortable working conditions - not overly strenuous - opportunity for advancement - mobility (occupational & geographical) - independence g. Job disadvantages: - hazardous - unpleasant surroundings - tiring - very strenuous - reaches a dead end - lack of mobility - boring or monotonous	



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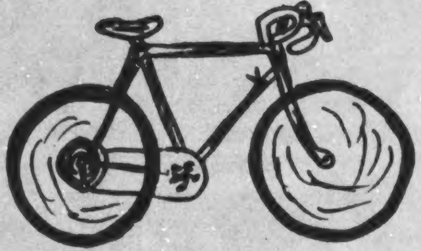
areer Education Infusion Strategies

EIS Title MASS PRODUCTION - A BICYCLE FACTORY

ubmitted by: Jim Crain

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	NOTE: Explain and discuss the following terms; education; training; vocational school; trade school; on the job training; apprenticeship; physical characteristices; starting pay; top pay; fringe benefits; paid insurance; bonus; mobility; independence; dead end; others as needed. 7. Have each group prepare a presentation of its findings for the rest of the class. NOTE: Provide a list of sources for information; "Occupational Outlook Handbook"; Dictionary of Occupational Titles"; "Careers in Focus" booklets; "Workers"; List of Labor Unions. 8. Field trip. If possible, schedule a field trip to a steel mill, foundry, machine shop, mass production plant, welding shop, or BIKE FACTORY if you can find one. 9. Values activity; 1. Forced choice; a. List jobs - assembler, machinist, steelworker, tool and die maker, welder. b. Have each student select the job that most appeals to him/her. c. Have each student orally provide the reasons for his/her job selection. 10. Posttest on job identification.	

CAREERS
PRODUCTION JOBS
PRE-TEST

NAME: ______________________________ HOUR ____________

DIRECTIONS: Match the words in Column A with the definitions in Column B. Print the letter of the word from Column A clearly in the space before the definition in Column B. Be careful as there are more words than definitions.

COLUMN A

A. Riveter
B. Forger (hammersmith)
C. Assembler
D. Steelworker
E. Silversmith
F. Ironworker
G. Tool & Die Maker
H. Welder
I. Machinist
J. Sheet Metal Worker
K. Voundry Worker

COLUMN B

___ 1. A person who builds the steel framework for large buildings and bridges and makes wrought iron railings, bannisters, etc.

___ 2. A person highly skilled in using machines and who uses this skill to design, build, repair, and maintain tools, dies, and machines for a living.

___ 3. A person whose job is using heat to fasten metal together or cut metal apart.

___ 4. A person whose job is shaping, applying, or building with metal that comes from large sheets less than 1/4 inch thick.

___ 5. A person who works with machines that cut and shape metal.

___ 6. A person skilled in shaping metal with a power hammer - usually while the metal is hot.

___ 7. A person whose job is putting things together--maybe all of the parts of a product; maybe just 1 or 2 parts.

___ 8. A person who works in a mill making steel.

___ 9. A person whose work has something to do with the making of metal castings.

NAME ______________________________ HOUR ________ ROOM ______________

OFF WE GO TO THE BIKE FACTORY.

1. NAME THREE PARTS OF A BIKE.

____

____

____

2. WHAT DOES IRENE CHECK AT THE BIKE FACTORY?

WHY DOES SHE DO THIS? __________________

____

3. WHAT DOES FRED, THE WELDER, DO? ________________________________

____

4. WHAT DOES IT MEAN WHEN A BIKE GETS A RED TAG? ____________

____

5. WHAT IS AN ASSEMBLY LINE? ____________________________________

____

6. LIST THE FOLLOWING JOBS IN THE ORDER THAT THEY WOULD BE DONE IN THE BIKE FACTORY.

putting the bike in a box, welding tubes into bike frames, putting bike together on assembly line, painting, making tubes, inspecting

____

____

____

7. WHY DID HOMER DECIDE TO BECOME A FIX-IT PERSON RATHER THAN TO CONTINUE WORKING ON THE ASSEMBLY LINE?

____

____

Cooperatively produced by Coordinators of Career
Education and Reading Specialist in Content Areas

MATCHING:

DIRECTIONS: Match the job tasks with the right person. Think carefully about the film. Put the letter of the task in the space provided before each person's name.

_____ Homer a. Welder of bicycle frames

_____ Fred b. Operator of the tube machine

_____ Irene c. Owner of his own bicycle shop

_____ Harv d. Inspector of wheels

_____ Arnold e. Worker on an Assembly line

ROOT WORDS:

DIRECTIONS: Underline the root word for each of the following words. Root words are the base of each word. Sometimes beginnings and endings are added. Example: painter

painter
owner
fixer
goodness
eighty
importance

welder
inspector
conveyor
upper
making
broken

operator
worker
fixing
running
rounder
inspection

CONTRACTIONS:

DIRECTIONS: Write the two words that make up each of the following contractions. The first one is given as an example.

1. isn't is not
2. she's ____________
3. that's ____________
4. they're ____________
5. I'd ____________
6. you're ____________
7. didn't ____________
8. there's ____________
9. you've ____________
10. wouldn'd ____________
11. doesn't ____________
12. I'll ____________

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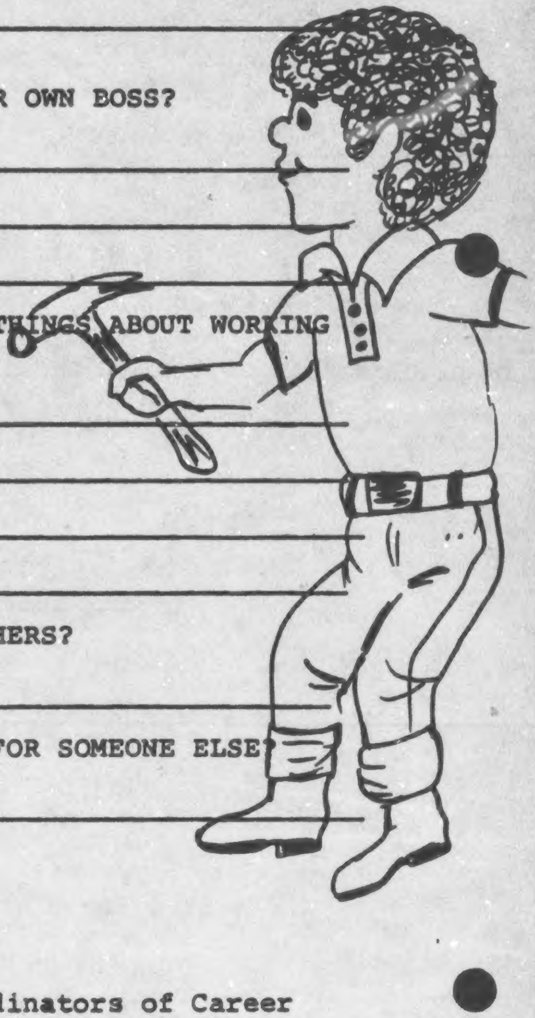
1. MAKE A LIST OF JOBS IN WHICH PEOPLE WORK BY OR FOR THEMSELVES.

2. WHAT ARE SOME GOOD THINGS ABOUT BEING YOUR OWN BOSS?

3. WHAT ARE SOME BAD THINGS ABOUT BEING YOUR OWN BOSS?

4. WHAT ARE SOME GOOD THINGS AND SOME BAD THINGS ABOUT WORKING FOR A BIG COMPANY?



5. WOULD YOU LIKE TO WORK ALONE OR WITH OTHERS?

6. WOULD YOU LIKE TO WORK FOR YOURSELF OR FOR SOMEONE ELSE?

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Education and Reading Specialist in Content Areas

OFF WE GO TO THE BIKE FACTORY

VOCABULARY:

DIRECTIONS: Pronounce each of the words with the teacher or listen to him or her say the words. It is important that you recognize the words. A word has as many syllables as it has sounded vowels. The vowels are a, e, i, o, and u. Sometimes when y says e as in baby, or i as in fly, the y is considered a vowel.

Number your paper from 1 to 20. After each number write the word and put the number of syllables each has. Example: painted-2

1. factory
2. bicycle
3. employees
4. industry
5. corporate
6. manufacturing
7. repetitive
8. extensive
9. unicycle
10. product
11. prerequisite
12. engage
13. hardly
14. welded
15. fenders
16. tubing
17. handlebars
18. different
19. sparkle
20. together

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________
17. ____________
18. ____________
19. ____________
20. ____________

Cooperatively produced by Coordinators of Career Education
and Reading Specialist in Content Areas

CAREERS
PRODUCTION JOBS
posttest

NAME______________________________________ HOUR________________

DIRECTIONS: Match the words in Column A with the definitions in Column B. Print the letter of the word from Column A clearly in the space before its definition in Column B. Be careful as there are more words than definitions.

COLUMN A

A. Foundry Worker

B. Sheet Metal Worker

C. Machinist

D. Welder

E. Tool & Die Maker

F. Ironworker

G. Silversmith

H. Steelworker

I. Assembler

J. Forger (hammersmith)

K. Riviter

COLUMN B

___1. A person whose job is shaping, applying, or building with metal that comes from large sheets less than 1/4 inch thick.

___2. A person who works with machines that cut and shape metal.

___3. A person whose job is using heat to fasten metal together or cut metal apart.

___4. A person skilled in shaping metal with a power hammer--usually while the metal is hot.

___5. A person highly skilled in using machines and who uses this skill to design, build, repair, and maintain tools, dies, and machines for a living.

___6. A person whose job is putting things together--maybe all of the parts of a product; maybe just one or two parts.

___7. A person who builds the steel framework for large buildings and bridges and makes wrought iron railings, bannisters, etc.

___8. A person whose work has something to do with the making of metal castings.

___9. A person who works in a mill making steel.

812

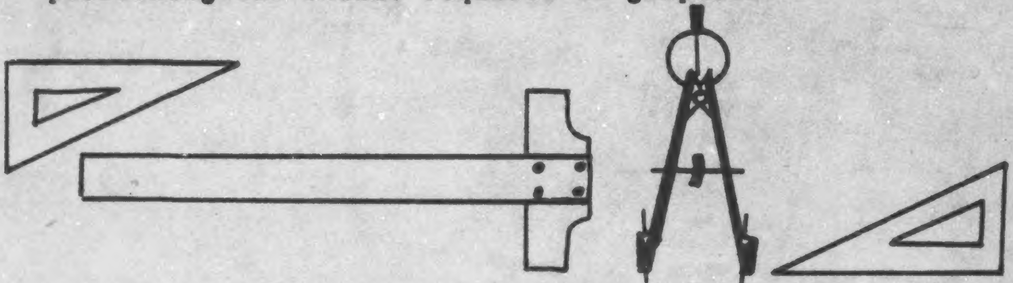
OUTLINE OF STUDY FOR 7th GRADE CAREERS IN GRAPHICS

The course of study is divided into two parts: mechanical drawing (drafting) and graphic arts (printing). In each content area, the student will have the opportunity to learn about the types of "jobs" involved and also acquire some of the skills required in each work area. This course is designed to acquaint the student, in an exploratory way, with the possibilities of graphics as a vocation. When the student completes the course, she or he should:

1. Have a better understanding of the importance of graphics and its relationship to industry.

2. Know the importance of graphics as a universal form of communication.

3. Have a certain proficiency in interpreting and performing the skills required in graphics.



In the area of drafting, the student will learn:

1. measuring
2. isometric drawing (3 dimensional)
3. orthographic projection drawing (production drawing)
4. sketching - expressing himself
5. use of basic tools in drafting, as applied to actual drawing practice
6. architectural drawing (basic house floor plans)
7. pattern making (sheet metal, etc.)

Time allotted: 4-5 weeks

In drafting, the student will be introduced to terms, some of which may be unfamiliar:

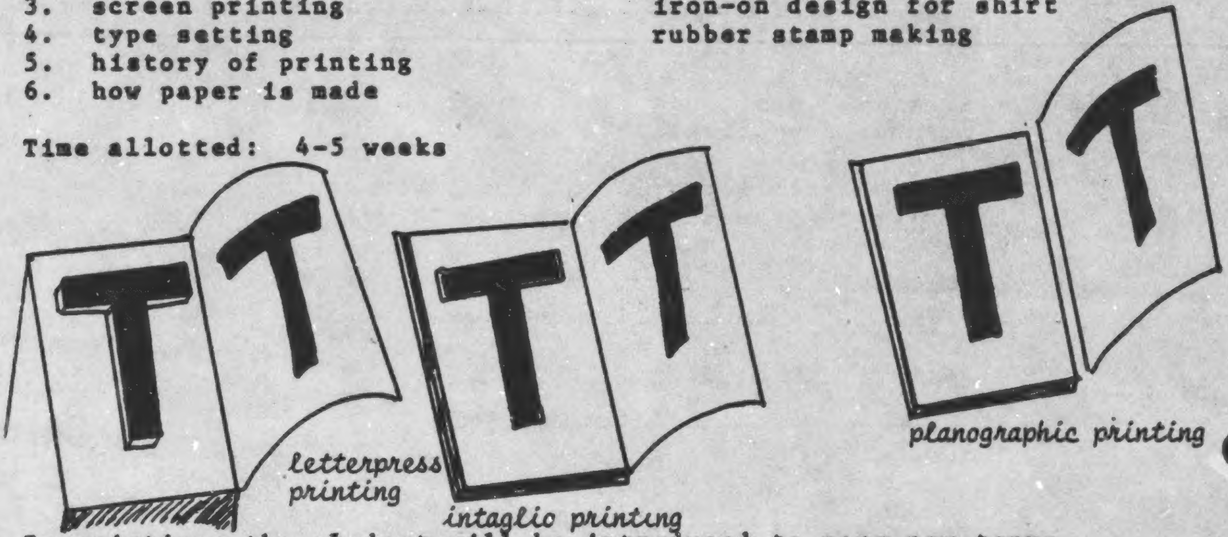
1. freehand
2. horizontal
3. vertical
4. slanting
5. curve
6. T-square
7. triangle
8. right angle
9. parallel
10. orthographic
11. isometric
12. sketching
13. apprenticeship
14. pictorial
15. dimension
16. proportion
17. multiple views
18. arc
19. construction
20. scale
21. transfer

OUTLINE OF STUDY FOR 7th GRADE CAREERS IN GRAPHICS

In the area of printing, the student will learn:

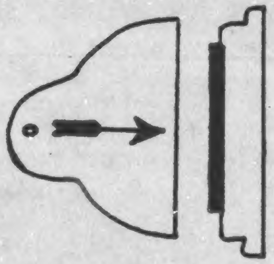
Learning Area	Activity
1. book binding	autograph album
2. offset press work	note pad, stationery
3. screen printing	iron-on design for shirt
4. type setting	rubber stamp making
5. history of printing	
6. how paper is made	

Time allotted: 4-5 weeks



In printing, the student will be introduced to many new terms, some of which may be unfamiliar:

1. chipper
2. screen
3. offset
4. letter press
5. stencil
6. matrix
7. heat set
8. mold
9. quoin
10. plate
11. cover board
12. backing
13. lock-up
14. pulp
15. design
16. impression
17. binding
18. papyrus
19. trace
20. scroll
21. masking sheet



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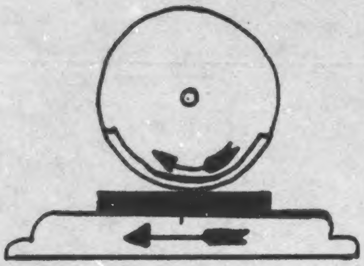

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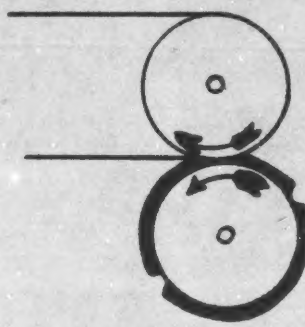

rotary

Submitted by Larry Daniels

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Elementary Leathercraft **SUBJECT(S)** Industrial Arts **GRADE LEVEL(S)** Junior High

Career Education Learning Areas: ○ **Self Knowledge** ☒ **Life Roles, Settings and Events**

☒ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Rolland T. Gepford

C. E. GOALS AND TEACHING POINTS

2.3 Students will be able to identify the function of leisure time in their lives.

- knowing what leisure activities are available to them
- knowing the value and benefits of leisure time

3.2 Students will relate present planning to future outcomes.

- developing personal goals for the future

ACTIVITIES AND EVALUATION PROCEDURES

1. Pre-test
2. Discussion of why we use leather and where it comes from
3. Demonstration of a simple leather project
4. Guest speaker
5. Worksheets
    a. History of Leather
    b. Leather Vocabulary
    c. Safety (Use of Tools)
    d. Leather Identification
    e. Careers in Leather
6. Identify and list 5 jobs in the leather industry
7. Explore (in depth) 2 occupations of interest. Be prepared to give oral report on one of the two.
8. Students will make 3 items for personal use.
9. Post Test

* May emphasize leathercraft as a leisure time activity or as a profession

MATERIALS AND RESOURCES

1. Movies
    General Leathercraft
    Making a Belt
2. Filmstrips
    Leather Carving
    Leather Stamping
    Leather Modeling
3. Texts
    "A B C's of Leatherwork"
    "Leathercraft"
4. Guest Speaker
    (authority on leather and possible careers in the leather industry)
5. Worksheets (Teacher Made)
6. Leather and Tools

CAREER EDUCATION INFUSION STRATEGIES

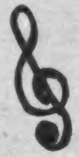
C E I S TITLE CAREER EDUCATION IN MUSIC SUBJECT(S) Music GRADE LEVEL(S) 7 - 12

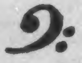
Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

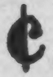
○ Life Planning Skills ○ Academic and Vocational Skills

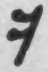
Submitted by: Marlene Meyer, Ray Gunn, George N. Davis

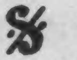
C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.3 Students will be able to identify the function of leisure time in their lives.	1. Speakers to present facets of musical productions emphasizing both "behind the scenes" and performing aspects.	Representative from local performing production group such as:
2.3 Students will know the characteristics of various occupations.	2. Students do research to learn the story of an upcoming production.	Lyric Tiffany's Attic Waldo-Astoria Starlight
	3. Students listen to musical score, if available.	
	4. Field trip to see production.	
	5. Students rehearse the musical score, if obtainable.	











CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE MUSIC JOB OPPORTUNITIES SUBJECT(S) Music GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events
○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Marlen Meyer

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. 2.3 Students will be able to identify the function of leisure time in their lives. 2.4 Students will know the characteristics of various occupations. 4.3 Students will know the prerequisites of a variety of occupations.	1. View filmstrips which introduce career opportunities in music and fine arts. 2. Discuss basic skills and training needed for various music related occupations such as: performer, composer, conductor, teacher, church musician, music librarian, instrumental repairman, music store employee, disc jockey and music critic. 3. Students should read various source materials in order to acquire further knowledge of music related occupations and write reports on a particular occupation which includes specific job duties, training and experience needed, educational requirements, salary, etc.	Filmstrips: 1. "People Who Create Art" 2. "People and Their Music" 3. "Exploring Occupations in Science, Fine Arts and Humanities" (Available at District Career Education Center) Occupational Guidance booklets - Man and His Music Library Magazines Newspaper

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE COMMUNITY MUSICAL EVENTS SUBJECT(S) Music GRADE LEVEL(S) 7 - 12

Career Education Learning Areas: ○ Self Knowledge ⊗ Life Roles, Settings and Events

○ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by:

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.3 Students will be able to identify the function of leisure time in their lives. 4.2 Students will be able to apply basic academic skills to daily living tasks.	1. Students are to read current newspapers and magazines for the purpose of finding out about upcoming musical events. 2. A bulletin board display of performers, advertisements, programs, etc. 3. Class discussion of the types of musical events available in their city. 4. Discussion of published reviews of performances. 5. Reports from students who have attended performances. (Compare students experiences with professional reviewers).	Local Newspapers Magazines

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE VOCAL MUSIC SUBJECT(S) Theory and Performance GRADE LEVEL(S) 7 through 12

Career Education Learning Areas: ⊗ Self Knowledge ○ Life Roles, Settings and Events

⊗ Life Planning Skills ⊗ Academic and Vocational Skills

Submitted by: Norma Jackson

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships.	1. List careers in music (voice teacher, pianist, conductor, music critic, singer, dancer, etc.) and give a description of as many as possible.	Books: Basic Materials in Music Theory
3.2 Students will relate present planning to future outcomes.	2. Discuss personal qualities and abilities needed by musicians.	Hayes Music Book 3
4.3 Students will know the prerequisites of a variety of occupations.	3. Discuss the theory of writing music: a. Naming lines and spaces b. Naming the clefs c. Naming the notes and giving their value d. Learn to write or draw all signs and symbols e. Discuss all signs and symbols and give their meaning	Harmonic Materials in Tonal Music
	4. Discuss the beauty of a performance. a. What does it mean? b. What is music? c. What are singing positions? d. Choosing songs for an audiance. e. What is a musician? f. Singing and adlibing.	

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reer Education Infusion Strategies

IS Title VOCAL MUSIC

bmitted by: Norma Jackson

E. GOALS AND TEACHING POINTS

ACTIVITIES AND EVALUATION PROCEDURES

5. Discuss the basic materials of music (time and sound).
   a. Sound waves--how they occur?
   b. Pitch
   c. Intensity
   d. Timbre
   e. Duration

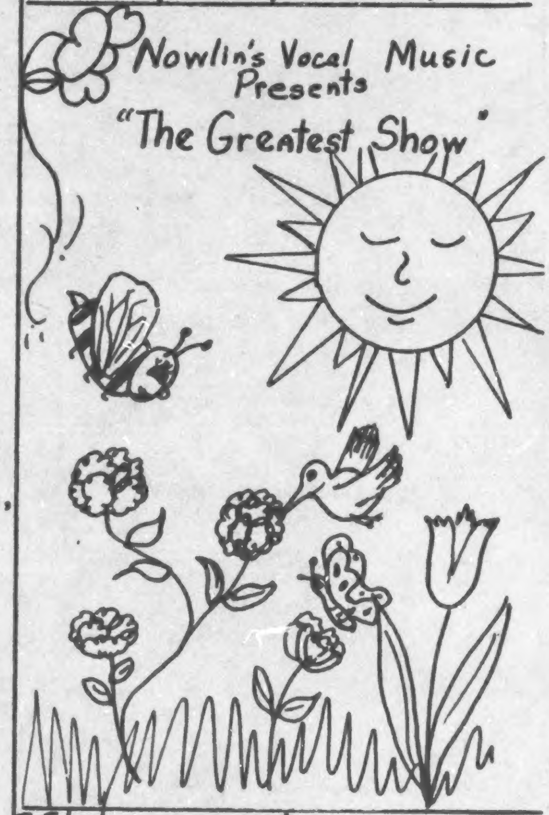
6. Discuss what these items have in common.
   a. The beat
   b. Meter
   c. Simple and compound time
   d. Division of beats

7. Arrange a student-planned performance using the skills and knowledge acquired.

8. Follow up with activities that allow students to discuss how they felt before, during, and after the performance.

MATERIALS AND RESOURCES

Sample of a program used for a student-planned performance;



INSIDE of The Program	Picture Similar to the Cover.	Title of Program Director: Pianist: Agenda of songs.

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE THE FAMILY LAUNDRY SUBJECT(S) Home Ec. GRADE LEVEL(S) 7 - 8th

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Frances Cowan

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.2 Students will know the interrelationship of their role as workers, family members and citizens.	Discuss cleanliness; 1. the value the American family places on it 2. attributes of cleanliness to good health and prevention of disease 3. equipment and cleansing agents developed 4. the home laundry process 5. the commercial laundry process	Laundramat K. C. Museum of History and Science (showing old types of washing machines) K. C. Vocational Tech Laundry and Dry Cleaning Division
3.1 Students will be able to make effective decisions. identifying possible solutions to problems	Brainstorm for career possibilities in this field.	
4.2 Students will be able to apply basic academic skills to daily living tasks.	Research-- Manufacturer Representative Laundramat Dry Cleaning Sales	
	Assign students the responsibility of doing the home laundry. Collect hang tags from garments and discuss the importance of them. Discuss legislation requiring hang tags	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Food Stamp Activity **SUBJECT(S)** Home Economics **GRADE LEVEL(S)** Jr. High

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events
○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Staff

C. E. GOALS AND TEACHING POINTS

4.4 Students will demonstrate an ability in pre-employment skills.

ACTIVITIES AND EVALUATION PROCEDURES

A customer wanting to purchase the following items informs you, as clerk, that he wishes to use food stamps.

1. Total the cost of the items which CAN be purchased with his stamps.

Hamburger buns	$ .50
Seven Up	.40
Cigarettes	.60
Waxed paper	.60
Lettuce	.30
Scouring powder	.25
Mustard	.30
Beer	1.50
Hamburger	1.00

Total that he can purchase with his food stamps ______

2. The customer gives you a $5 stamp from his food stamp booklet. Indicate below how you would make change for this customer's food stamp.

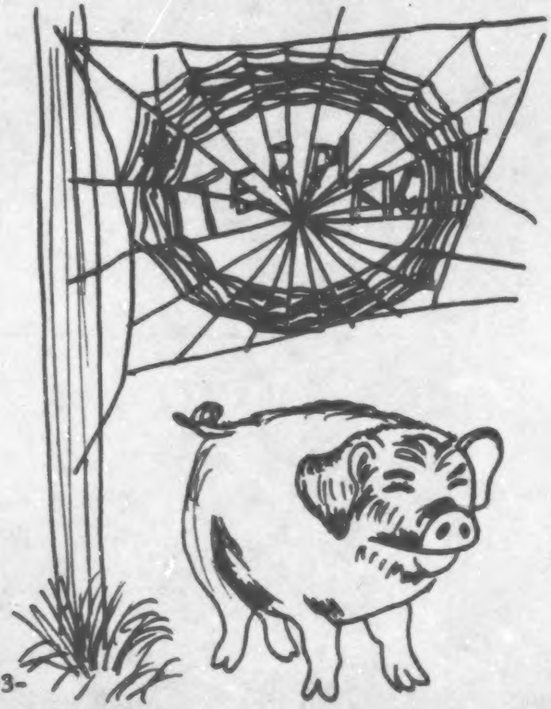
Number of $5 food stamps _______ returned to customer
Number of $2 food stamps _______ returned to customer
Number of $1 food stamps _______ returned to customer
Credit slip in the amount of ___ returned to customer

MATERIALS AND RESOURCES

COMMUNICATING WITH CHILDREN THROUGH STORIES

DIRECTIONS: Below you will find a list of characteristics which will serve as a guide for good story-telling. When you tell a story use this as a guide. Check (✓) the appropriate column. Let's hope that you can answer Yes to all of the questions.

		YES	NO
1.	Was the story suitable to the age level of the child?	___	___
2.	Did I like the story?	___	___
3.	Was the story easy to tell?	___	___
4.	Was the child seated comfortably before me?	___	___
5.	Did I catch the attention of the child with a good opening sentence?	___	___
6.	Did I tell the story simply, directly, and dramatically?	___	___
7.	Did I use pauses to heighten the dramatic effect?	___	___
8.	If the child became restless, did I cut the story short?	___	___
9.	Did the child understand the story?	___	___
10.	Did the story make the child happy?	___	___
11.	Did the story teach a lesson?	___	___



OBSERVATION OF A CHILD

DIRECTIONS: Check the appropriate descriptions for each of the areas.

DESCRIBE THE SETTING

Season

______Winter
______Spring
______Summer
______Fall

Time of Day

______Morning
______Afternoon
______Evening

Weather

______Cold
______Snow
______Rain
______Warm
______Hot

ACTIVITY

______Playtime
______School
______Nap

______Quiet time
______Games
______Stories

______Meal or Snack
______Party
______Church

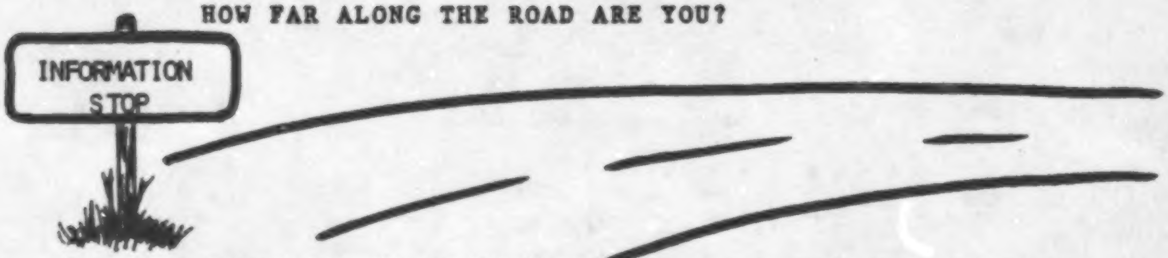
CLOTHING

______Jeans
______Shoes(play)
______ " (dress-up)
______ " (slippers)
______Shirts (play)
______ " (dress-up)
______Slacks
______Dresses
______Suits
______Raincoat
______Umbrella
______Boots
______Jackets
______Coats

SUITABILITY OF CLOTHING

______Fabric (durability)
______" (color fastness)
______Color (practical)
______ " (soilability)
______Washability
______ " (sanforized)
______ " (permanent press)
______Comfort
______ " (correct size)
______Closures
______Night clothing
______ " (fire retardant)
______ " (comfortable)

HOW FAR ALONG THE ROAD ARE YOU?



DIRECTIONS: This questionnaire is to find out about you and your previous experience with children. It will help us to plan our class work. You are not graded on this. There are no right or wrong answers to any questions. Please fill in the blanks' or check the appropriate spaces.

Name______________________________Grade__________Age__________

Name of Parents or Guardian____

Address____

Telephone No.____________________

Number of brothers and sisters____________Ages: Brothers____Sisters___

	Never	Regularly	Occasionally
Do you take care of younger brothers and sisters?	____	________	________
Do you take care of other people's children?	____	________	________

Are you paid for taking care of children? Yes____No____
Is it part of your home responsibility? Yes____No____
Do you do it only because you like to? Yes____No____

How often do you take care of children? How long are you usually in full charge?

______Twice a week or more often
______Once a week
______Once a month
______Only occasionally

______One hour
______Two hours
______Entire afternoon
______All evening
______All day

Explain why you take care of children.

Which of the following do you do when you take care of children? Make 2 checks (√√)for those which you do often. Make 1 check (√) for those you do occasionally. Leave blank those you have never done.

_____Read stories
_____Tell stories
_____Listen to children tell stories
_____Sing to children
_____Do finger play
_____Use clay, crayons
_____Supply materials to play with dolls
_____Supply materials and play 'make believe', such as school, store

_____Play outdoors (swings, sand pile)
_____Get ready for bed
_____Dress child
_____Attend to toilet training
_____Prepare meals
_____Play with group of children
_____Bathe child
_____List others, please
_____
_____

Go back and star (*) those you especially enjoy doing.

Your Name______________________________Date of observation____________
Age of child____________

DIRECTIONS: Observe a child in these routines: mealtime, toilet, resting, dressing or undressing, and washing. Observation can be done at home or other place. Answer the questions listed below.

1. What evidence of independence did the child show in the routines observed? Give examples.

2. How did the adults help the child complete his routines with a happy attitude?

3. How did the adults help the child to assume responsibility for care of himself?

4. Was his clothing designed to help him become independent?_________
    - A. In which ways?
    - B. In which ways were they not?
5. How did the child accept rest or nap time?
    - A. How was the child prepared for resting?
    - B. What was the child's behavior during rest?
6. Describe the child's behavior at meal time.
    - A. Describe any evidences that the child liked or disliked the food.
    - B. What evidence of independence did you see?
    - C. What part of the meal time did he need help?
    - D. Why did he need adult help?
7. Comments and questions.

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CHILD CARE

OBSERVATION SHEET

1. TYPE OF INSTITUTION______________________________

   LOCATION______________________________________

2. Personnel (employees)
   Number______________

   CHARACTERISTICS (clean, kind, capable, etc.)

   Write a description of each person employed in day care center--describing their duty or job.

   Salary range___________________________________

3. Children: number present________Boys_______Girls______

   Approximate age range_________to_________

4. Describe the physdcal setting of the day care center.

   Play area

   Teaching area

   Food service

   Rest area

   Safety provisions

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Submitted by Elaine Megee

5. Select one child in the group--write a brief description of this child.

Physical development:

Emotional or social development:

Does the child show evidence of sharing with others?

Does the child follow instructions?

How does the child respond when corrected?

How did the child get along with others in the group?

How often did the child want to talk to an adult?

How did the child act during snack time? (hungry, manners, etc.)

MENTAL OR INTELLECTUAL DEVELOPMENT

What kind of questions did the child ask?

What kind of answers did he/she receive?

What kind of learning activities did the day care center offer?

Describe any activities you observed such as singing, coloring, reading, cutting, other:

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Submitted by Elaine Megee

6. **EVALUATION:** Write a brief paragraph evaluating the day care center. Include the things you like about the situation. Include any suggestions for change or improvement.

7. Would this type of employment suit you?

What kind of education would you need to work in the different positions in the day care center? (name and describe)

8. What did you learn from this visit to the child care center?

9. Where do you think you can use this information again?

Submitted by Elaine Megee

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE ART FOR SALE SUBJECT(S) Art GRADE LEVEL(S) 7th - 8th

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

○ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Winston Harris

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society.	Decide on art projects that each student can make (macrame, posters, jewelry making, rug making).	Time and Expense Record Sheet
2.3 Students will be able to identify the function of leisure time in their lives.	Determine if there is a market for the craft by asking friends, relatives or teachers.	Materials needed to make project to be sold.
4.1 Students will be able to function to their capacities in their school subjects.	Decide what product to make based on available market for selling. Set minimum standards for products. Produce items, individually or as an assembly line, keeping track of the time and expense involved.	
4.4 Students will demonstrate an ability in pre-employment skills.	Determine the necessary cost per item and sell the finished products.	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE "GALLERY" MANAGEMENT (Sales) SUBJECT(S) Art GRADE LEVEL(S) 7-9 & 10-12

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by:

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.4 Student will assume the responsibility for their planning. taking responsibility for exploring new things when their plans change taking action on plans which will help them reach their goals assuming responsibility for making immediate plans as well as long range plans taking action toward solving problems	Set us a "gallery" for students to sell their arts and crafts work during a spring "arts fair". Arrange field trip to visit a gallery. Student judges determine items to be sold from those available. Students prepare posters, create display, and record prices on items. They will also write receipts and make change during sale of items. Students should be working toward the fair as a goal throughout the year.	Field trip to gallery. Materials for booth or stand for display of sale items. Bulletin board, and poster materials.

Pines and Rocks

SHOWING YOUR ART WORK

The following list can give you an idea about where to exhibit and, hopefully, sell your work.

state and county fairs
museums and junior museums
community centers of all kinds
large corporation lobbies
hotel lobbies
art patron shows
galleries
libraries
civic centers
fashion shows
theater lobbies
art centers
coffeehouses
restaurants
student art shows
outdoor art shows
ad agency and other art departments
school bulletin boards and showcases
sidewalk and boardwalk exhibits
women's and men's club headquarters (professional and non-professional)
banks
boutiques
professional offices of all kinds
department stores (as background in merchandise display)
local chapters of youth organizations
church and synagogue art shows
service group meeting places (Rotary, Elks, etc.)

Reference: TEENAGE JOBS
Ruth Lembeck

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE PLAN A BUSINESS SUBJECT(S) Business GRADE LEVEL(S) 8th

Career Education Learning Areas: ☒ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ☒ Academic and Vocational Skills

Submitted by: Shirley Schaaf

C. E. GOALS AND TEACHING POINTS

1.1 The students will be able to develop friendships.

knowing how to make new friends

3.1 Students will be able to make effective decisions.

3.2 Students will relate present planning to future outcomes.

having money for things they want

4.2 Students will be able to apply basic academic skills to daily living tasks.

ACTIVITIES AND EVALUATION PROCEDURES

Divide the class into five groups of six students.

Give each group a planning sheet to use for designing a business.

Include on the planning sheet the following:

- Name of business
- Capitol needed
- Machinery or equipment needed
- Supplies needed
- Market (who will buy) - Demand
- Supply of product needed to meet demand
- Selling price of product to allow for 5% profit

Businesses that students could realistically operate should be suggested. Examples: lemonade stand, popcorn stand, bicycle repair, lawn service, babysitting service.

MATERIALS AND RESOURCES

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE Making Decisions (New City Telephone Company Simulation Game) **SUBJECT(S)** Business **GRADE LEVEL(S)** Jr. & Sr. High

Career Education Learning Areas: ☒ Self Knowledge ☒ Life Roles, Settings and Events
○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Bowen

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.3 The students will be able to communicate openly with others. - telling others more easily what they think and how they feel - knowing what to do when people "bug" them - knowing how to deal with criticism 1.4 The students will know the necessity of being able to function in a variety of situations. - being more at ease with adults other than their parents - knowing how to fit into a variety of groups - standing up for their beliefs and rights	Introduction to Simulation - see page 9 of teacher's manual. *Teachers must thoroughly familiarize themselves with game, prior to using as a classroom activity. - Continue to follow directions in teacher's manual. Students must make decisions in a role-playing situation as the Board of Directors of a large company. They must set goals for their company and base their decisions on those goals. Points, both positive and negative are given for decisions made.	New City Telephone Company Simulation Game (provided by Southwestern Bell) Blackboard Overhead projector Pencils Cassette player

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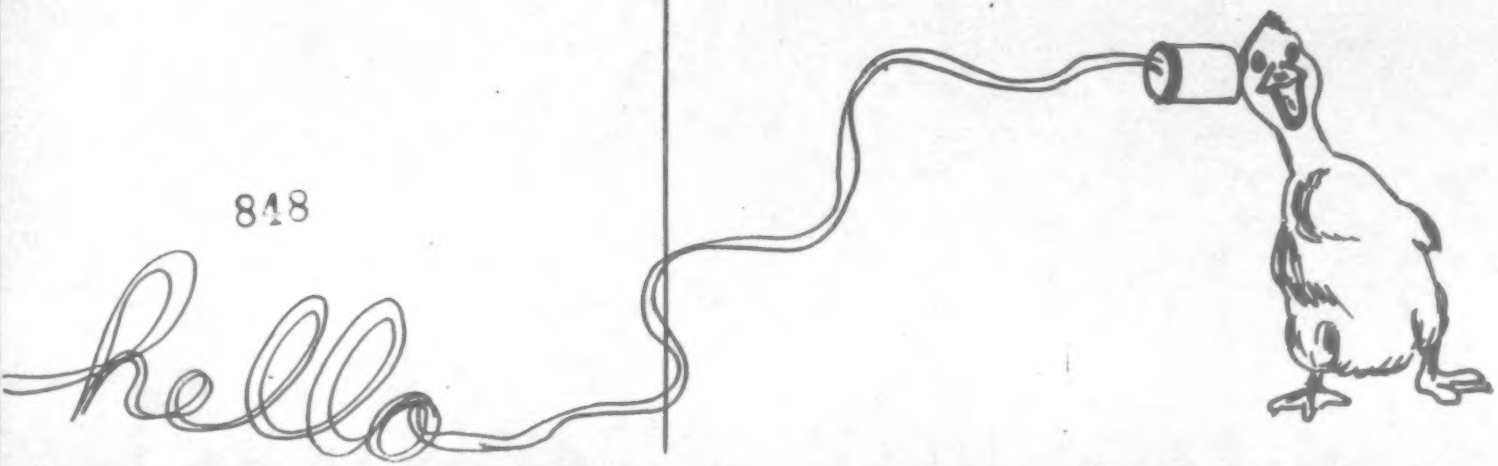
areer Education Infusion Strategies
Making Decisions

EIS Title (New City Telephone Company Simulation Game)

ubmitted by: Bowen

.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
2.1 Students will relate occupations to the needs and functions of society. - understanding how each occupation relates to other occupations 3.3 Students will recognize the need for flexibility in planning. - knowing how to adjust to changes in their lives 4.1 Students will be able to function to their capacities in their school subjects. - developing effective study skills - improving their ability to take notes in class		



SALESMAN'S SEARCH*

Hidden in the puzzle below are 25 selling jobs in marketing. Circle them as you find them. Hint: there are 9 across, 12 down, and 4 diagonally.

S P E C I A L T Y S A L E S M A N I S M O I U T T K S

W E S R A M I O E A P O I S A I U T E M O N E S H K A

S R M N E S N B V L C X Z W I L R K R L K D W E E N M

R E K I M N H L K E L O I U D E E M V K L O E A A I P

A N I N E R O I E S W E K L I S S S I L K H F L T O L

O T P S I U T R E P S D R S S E E K C M N E R S R U E

M A N U F A C T U R E R R E P L R L E L B I T L I W D

P L I R W E R C V O O I O M L I V N A I E O I M C O I

K A I A O K L J I M P U O S A E A K D L L R C I A K S

K G I N O U L K H O L K M I Y O T L V I L W K O L A T

A E M C I O T O M T N M C O T I I O I E C O E S A O R

R N O E M N S E O E I O L G R P O A S J A O T L G O I

A T M A O I I P M R K L E L I S N P O S P S A L E N B

P O I G W E L L K A O I R O M P I W R O T L G L N O U

L K D E P O L A S D N O K P M O S W E R A O E P T O T

M N W N O P U L K J H G D S E O T L K J I K N W E R O

W A I T R E S S L C O P Y W R I T E R I N O T L K J R

A S D F G H T K L L P O I U Y T R E W Q M N B V C X Z

R E A L T O R F A S H I O N C O O R D I N A T O R L K

P O I U Y T A R E W Q L K J H G F D S A M N B V C X Z

P R O D U C T D E M O N S T R A T O R L K B R O K E R

L K J H G F O D S A Q W E R T Y U I O P L K J H G D E

M N B V S E R V I C E S T A T I O N A T T E N D A N T

*Developed and reprinted with the permission of Miss Barbara J. Wilkie

SALESMAN"S SEARCH WORD LIST

ACROSS

Specialty Salesman
Manufacturer
Waitress
Copywriter
Realtor
Fashion Coordinator
Product Demonstrator
Broker
Service Station Attendant

DOWN

Rental Agent
Insurance Agent
Sales Prompter
Room Clerk
Maid
Display Trimmer
Reservationist
Service Advisor
Bell Captain
Ticket Agent
Theatrical Agent
Sample Distributor

DIAGONALLY

Cashier
Teller
Sales Clerk
Routeman

851

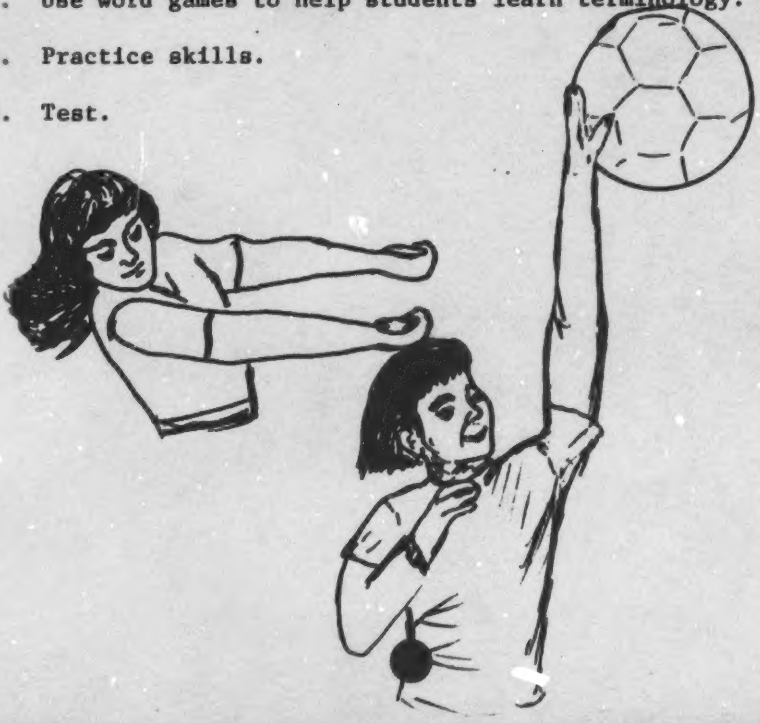
CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE VOLLEYBALL - THE GAME OF A LIFETIME SUBJECT(S) P. E. GRADE LEVEL(S) 7 - 9

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events ○ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Barnlick, Harris, Hawkins and Cameron

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 Students will be able to develop friendships.	1. Give students hand out with Volleyball terminology.	Vocabulary List
1.2 Students will identify how their personal characteristics affect their relationships with others.	2. Show film demonstrating skills necessary in Volleyball.	Hidden Word Puzzle
2.3 Students will be able to identify the function of leisure time in their lives.	3. Use word games to help students learn terminology.	Word Matching Exercise
	4. Practice skills.	Test
	5. Test.	Films



VOLLEYBALL

Skills used in volleyball--

Serve: underhand, overhead, sidearm

Rotation: S, Rotating in circle

Ball handling

Bump, dig, overhead, spiking, blocking, set-up

Net recovery play

Terms used in volleyball:

Rotation
Dig-bump
Spike
Block
Net
Footfault
Side out
Score
3 hits
Call the ball
Call the score
Dead
Point

Players
Boundry line
Set up
Net ball
Volley ball
Serve
Right Forward
Left Forward
Center front
Right back
Left back
Center back

DIRECTIONS: Write the letter of the correctly spelled term in the blank of the mixed spelling.

_____ 1. yaplesr
_____ 2. tcenre
_____ 3. etn
_____ 4. clobk
_____ 5. reocs
_____ 6. rvees
_____ 7. lelyov labl
_____ 8. toto uaftl
_____ 9. undobray neil
_____ 10. aedd labl
_____ 11. gbi umbp
_____ 12. rowfrad
_____ 13. dise uto
_____ 14. girht
_____ 15. nuerd nahd
_____ 16. urotc
_____ 17. ith
_____ 18. ets pu
_____ 19. veor aehd
_____ 20. toinotra
_____ 21. eisd rma
_____ 22. kacbs
_____ 23. iopnt
_____ 24. ikesp
_____ 25. llba
_____ 26. fteefin
_____ 27. eftl

A. right
B. hit
C. rotation
D. point
E. ball
F. boundary line
G. score
H. players
I. net
J. volley ball
K. dig bump
L. underhand
M. overhead
N. backs
O. left
P. center
Q. block
R. serve
S. foot fault
T. dead ball
U. forward
V. side out
W. court
X. set up
Y. side arm
Z. spike
AA. fifteen

VOLLEYBALL -- THE GAME OF A LIFE TIME

DIRECTION: FIND THE WORDS USED IN VOLLEYBALL.

VOLLEYBALLAPTCO
BFROTATIONFOAVR
COPZCENTERTPBLE
AOBRIGHTBACKCLR
LTLGOSERVETESTH
LFOISETYPGMAWHE
TACSCOURTNEKSEA
HUKGCEVSPIKEBSD
ELNETPOINTOTZCD
BTWNDEADBALLBOK
ASPLAYERSFSCORE
LEFTFRONTBABRER
LCENTERFRONTEBT
ARBOUNDARYLINES
NETBALLMIZGTAZB

856

VOLLEYBALL TEST

Name ____________________________

FILL IN THE WORD:

1. A team may hit the ball ____________ times.
2. On the serve, a ball that hits the net and goes over into the other court is ______________.
3. Before the spike a team member should ______________ the ball for the spiker.
4. If the server on serving the ball steps on or over the service line it is called a ___________________.
5. If the ball hits a line during play its _________________.
6. If a team hits the ball out of bounds and it touches the floor or walls it is called a ___________________.
7. The server must __________ the score out before serving.
8. Name one type of serve. _________________________
9. Spell the name of the game. __________________________
10. After a side out the team receiving the ball must ______________________.

rotate
dead
good

side out
three
call

footfault
set up
overhead

857

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE LIFE TIME SPORTS (GOLF) **SUBJECT(S)** Phy. Ed. **GRADE LEVEL(S)** Jr. High

Career Education Learning Areas: ○ Self Knowledge ☒ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: A. Baker, G. George, R. Rashad, J. Dingler, L. King, D. Williams, W. Taylor

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C. E. GOALS AND TEACHING POINTS

2.3 Students will be able to identify the function of leisure time in their lives.

knowing what leisure time activities are available to them

knowing the value and benefits of leisure time

2.4 Students will know the characteristics of various occupations.

knowing what kinds of jobs they can enter when they are 16

knowing how much different jobs pay

knowing where to get information about jobs

3.2 Students will relate present planning to future outcomes.

knowing how courses they take now relate to their future plans

ACTIVITIES AND EVALUATION PROCEDURES

1. Introduce golf as a lifetime sport with the film "Golf A Special Kind of Joy".

2. Specialized vocabulary will be introduced by various activities. (See attached examples.)

addressing the ball
approach
birdie
bogey
bunker
chip
divot
driver
eagle
fairway
flagstick
fore
golf
green
grip
hazard
hook
impediment
iron
marker
par
penalty
putter
ruff
slice
stance
stroke
swing
tee
trap
wood

MATERIALS AND RESOURCES

Films
"Golf A Special Kind of Joy"

"Courtesy on the Course"

Newspaper

Dictionary

Golf Digest

Golf clubs and balls
(provided by school district)
whiffle ball, tees, mats

Professional golfer

Bulletin Board
(illustrated golf rules)

NTINUED
reer Education Infusion Strategies

IS Title LIFE TIME SPORTS (GOLF)

bmitted by: A. Baker, G. George, R. Rashad, J. Dingler, L. King, D. Williams, W. Taylor

E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	3. Conditioning exercises related to golf. 4. Students will do oral reports after interviewing a professional golfer, a parent, or caddy. 5. Students will view a golf tournament. 6. Culminating activities a. field trip b. resource person to talk to class 7. Evaluation a. pass skills test b. ability to keep score c. ability to play the game	

PHYSICAL EDUCATION

GOLF

THE GAME OF A LIFE TIME

A	F	M	A	R	K	E	R	R	O	I
D	O	L	Z	Y	T	E	E	E	E	M
D	R	A	A	X	L	K	U	C	I	P
R	E	M	B	G	N	O	I	V	D	E
E	L	Z	A	U	S	L	D	I	R	D
S	E	E	B	L	S	T	R	P	I	I
S	R	C	L	A	R	R	I	W	B	M
I	W	N	M	A	E	H	V	C	R	E
N	I	A	P	G	C	O	E	F	K	N
G	H	T	E	N	K	O	R	L	N	T
T	C	S	J	I	O	K	O	O	R	E
H	A	D	R	W	B	E	K	G	Y	Y
E	O	R	Z	S	T	R	O	K	E	T
B	R	A	W	O	O	D	H	E	G	L
A	P	Z	Y	M	V	N	O	W	O	A
L	P	A	Y	X	I	R	O	N	B	N
L	A	H	Z	O	D	K	V	F	Z	E
Y	B	G	R	E	E	N	B	F	O	P
M	Y	A	W	R	I	A	F	U	I	O
R	P	U	T	T	E	R	Y	R	U	N
W	I	L	M	A	K	X	G	M	Y	E

ADDRESSING THE BALL
APPROACH
BIRDIE
BOGEY
BUNKER
CHIP
DIVOT
DRIVER
EAGLE
FAIRWAY
FLAGSTICK
FORE
GOLF
GREEN
GRIP
HAZARD
HOOK
IMPEDIMENT
IRON
MARKER
PAR
PENALTY
PUTTER
RUFF
SLICE
STANCE
STROKE
SWING
TEE
TRAP
WOOD

LOOK DIAGONALLY, HORIZONTALLY, ACROSS, BACKWARD, UP AND DOWN TO FIND THE FOLLOWING WORDS.

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PHYSICAL EDUCATION

GOLF SCRAMBLE WORDS

UNSCRAMBLE THE FOLLOWING GOLF WORDS.

SOODW ________________

RNIO ________________

ESRTKO ________________

GNREE ________________

KRUBNE ________________

CLIES ________________

KOHO ________________

TYANPEL ________________

VODIT ________________

ETE ________________

EEALG ________________

PCHI ________________

DIIBER ________________

TUPERT ________________

VIRRED ________________

PRAT ________________

DSRAAHZ ________________

RAWAIFY ________________

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CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE IMPROVING SELF-IMAGE **SUBJECT(S)** Counseling **GRADE LEVEL(S)** Junior High

Career Education Learning Areas: ☒ **Self Knowledge** ○ **Life Roles, Settings and Events**
○ **Life Planning Skills** ○ **Academic and Vocational Skills**

Submitted by: Jim Crain

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
1.1 The students will be able to develop friendships..	Counselor or teacher assists an individual student in developing a specific plan for improving self-image.	100 Ways To Enhance Self-Concept in the Classroom. Canfield/Wells
1.2 The students will identify how their personal characteristics affect their relationships with others.	The student is assisted in identifying feelings about self and areas that need enhancing.	
	The counselor then designs a daily program for that student.	
1.3 The students will be able to communicate openly with others.	A record of all experiences is kept in a journal that becomes the property of the student.	
	A private session can be scheduled where the student is told the story of "The Vulture" which deals with the effects of self-criticism and how to deal with it.	The Vulture by Sidney Simon available at the Career Resource Center

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE DECISION MAKING PROCESS SUBJECT(S) Counseling GRADE LEVEL(S) All

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: Vonnelle Winsett

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.1 Students will be able to make effective decisions.	Assist students in following this decision making process.	
knowing the steps to effective decision making	SELF EVALUATION 1. Recognize and define the decision you are trying to make. 2. Know what is important to you and what you want to happen as a result. 3. Look at the information you already have, seek and and utilize new information. 4. Determine the risks and cost involved in choosing each alternative that is available to you. 5. Think of possible consequences of each alternative action and their probabilities. 6. Apply the skills you have learned. SELF EVALUATION	

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE HOW TO SUCCEED IN HIGH SCHOOL BY TRYING SUBJECT(S) Counseling GRADE LEVEL(S) Jr. High (8th or 9th)

Career Education Learning Areas: ○ Self Knowledge ○ Life Roles, Settings and Events

☒ Life Planning Skills ○ Academic and Vocational Skills

Submitted by: T. Moore, C. Leininger, L. Watkins

C. E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
3.1 Students will be able to make effective decisions.	1. Show filmstrip "How To Succeed in High School By Trying", Part I.	**Filmstrips**: "How To Succeed in High School" 371.4 and HOW
3.4 Students will assume the responsibility for their planning.	2. Class discussion using question on page 8 of Teachers' Manual of filmstrip guide - questions 1 and 2.	"Better Choice, Better Chance: Selecting of High School Programs" 371.4 BET
	3. Show filmstrip "How To Succeed in High School By Trying", Part II.	
	4. Class discussion using questions on page 8 of Teachers' Manual of filmstrip guide - questions 3 - 8.	Both can be found at the Career Education Center.
	5. Show filmstrip "Better Choice, Better Chance: Selecting a High School Program", Part 1.	
	6. Class discussion on Page 7 of filmstrip manual.	
	7. Show filmstrip "Better Choice, Better Chance: Selecting a High School Program", Part II.	
	8. Class discussion questions on page 7-8 or filmstrip manual.	
	9. Do Activity #3 on Page 9 of filmstrip manual.	

S

CONTINUED
Career Education Infusion Strategies

CEIS Title HOW TO SUCCEED IN HIGH SCHOOL BY TRYING

Submitted by: T. Moore, C. Leininger, L. Watkins

C.E. GOALS AND TEACHING POINTS	ACTIVITIES AND EVALUATION PROCEDURES	MATERIALS AND RESOURCES
	FOLLOW-UP ACTIVITY 1. Visit from high school counselor. 2. Tour of high school.	

I'm listening!

CAREER EDUCATION INFUSION STRATEGIES

C E I S TITLE THINKING ABOUT WORK A - Z SUBJECT(S) Hearing Impaired GRADE LEVEL(S) 7 and 8

Career Education Learning Areas: (X) Self Knowledge (X) Life Roles, Settings and Events (X) Life Planning Skills (X) Academic and Vocational Skills

Submitted by: Penny Shand

C. E. GOALS AND TEACHING POINTS

1.4 Students will know the necessity of being able to funciton in a variety of situations.

2.1 Students will relate occupations to the needs and functions of society.

3.3 Students will recognize the need for flexibility in planning.

4.3 Students will know the prerequisites of a variety of occupations.

ACTIVITIES AND EVALUATION PROCEDURES

MINI-ACTIVITY IDEAS

1. Make a booklet (individually or in groups) associating a career with each letter of the alphabet(this may be done with manila paper and crayons).
2. Work questionnaire, "Thinking About Work"(attached).
3. List jobs associated with a restaurant, hotel, hospital, and school.
4. List jobs that might exist in the future.
5. Look at the "Want Ads". Write down jobs for an accountant, bookkeeper, cleaning person, cook, secretary, and waitress.
6. Make a list of hazardous occupations.
7. Make a list of ten (10) characteristics of a good employee.
8. Complete Worksheet, "Thinking About Work" (attached-4 pages).

MATERIALS AND RESOURCES

Materials:
Manila paper
Crayons
Questionnaire-"Thinking About Work"
Newspaper Want Ads

Bulletin Board Idea:
"What Will I Be--A-Z? (students cut out pictures of persons in various careers and the letters, "A-Z", from construction paper. Match the first letter of the job title with the letter of the alphabet.

Worksheet:
"Thinking About Work"
(4 pages)

THINKING ABOUT WORK

Place a check mark or an "X" in the proper column.

Would you like to work:

	Yes	No	Maybe
1. outdoors	___	___	___
2. indoors	___	___	___
3. part indoors & part outdoors	___	___	___
4. with children	___	___	___
5. with men	___	___	___
6. with women	___	___	___
7. both men & women	___	___	___
8. sick people	___	___	___
9. older people	___	___	___
10. by yourself	___	___	___
11. in a crowd	___	___	___
12. with new people	___	___	___
13. with the same people	___	___	___
14. in a small space	___	___	___
15. in a large space	___	___	___

Do you mind:

	Yes	No	Maybe
16. heights	___	___	___
17. heat	___	___	___
18. cold	___	___	___
19. noise	___	___	___
20. small spaces	___	___	___
21. underground	___	___	___
22. the dark	___	___	___

THINKING ABOUT WORK

PAGE 2 of 4

Do these smells bother you?

	Yes	No	Maybe
23. plaster			
24. cleaning fluid			
25. perfume			
26. bad odors			
27. gasoline			
28. dust			
29. flowers			
30. spices			
31. others (name them)			

Do you like to work with:

	Yes	No	Maybe
32. small things			
33. large things.			
34. machines			
35. hand tools			
36. power tools			
37. office machines			
38. kitchen equipment			
39. food			
40. clothes			
41. office papers			
42. music			
43. plants			
44. lawns/grounds			
45. animals			

THINKING ABOUT WORK

PAGE 3 of 4

Do you like to work with:

	Yes	No	Maybe
46. large equipment (bulldozer)	___	___	_____
47. small equipment (drills, etc.)	___	___	_____
48. construction	___	___	_____
49. trucks	___	___	_____
50. cars	___	___	_____
51. sewing	___	___	_____
52. hardware (such as tools)	___	___	_____
53. cleaning equipment	___	___	_____
54. telephones	___	___	_____
55. television	___	___	_____

Are you interested in working with:

	Yes	No	Maybe
56. cement	___	___	_____
57. large appliances	___	___	_____
58. small appliances	___	___	_____
59. wood	___	___	_____
60. metal	___	___	_____
61. electricity	___	___	_____
62. hospital equipment	___	___	_____
63. fire fighting equipment	___	___	_____
64. beauticians equipment	___	___	_____
65. barber equipment	___	___	_____
66. money (such as cashier)	___	___	_____
67. groceries	___	___	_____
68. sports	___	___	_____

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THINKING ABOUT WORK

PAGE 4 of 4

Would you like to:

	Yes	No	Maybe
69. work at night	___	___	_____
70. work days	___	___	_____
71. work Saturday or Sunday	___	___	_____
72. work holidays	___	___	_____
73. get dirty at work	___	___	_____
74. dress up for work	___	___	_____
75. wear old clothes	___	___	_____
76. wear a uniform	___	___	_____
77. drive in your work	___	___	_____
78. walk in your work	___	___	_____
79. do the same thing	___	___	_____
80. do some different things	___	___	_____
81. do many things	___	___	_____
82. sit at work	___	___	_____

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WORKING WITH HORSES

If you love horses, get a job working with them at any of the following places:

A C O R E B D N M Q O V Y O V S R T B D E D F F A H I K

N N P S U C D S E F G P N O M J A K L V L U V O N M P R

I J I K L M R O N B Z O O S O F C A B E F D O H I J M N

M A C M B I D F G O E H J K L I E Q S T R E K E M Q O P

A B H A A B Z C S D E F P Z U E T F Y E R H I A A T N N

L J O F K L C D F M A N O Y V F R O P R Q A R O L S T A

H U R V G W S W X Z E Y L A B A A X V I C N D E S P F T

O A S S E L B A T S G N I D I R C G H N I C J D H W R U

S K E L M S N O N P Q U C R S M K M T A U H V Q E S W R

P X S Y Z E Y A B C X D E F G S S H I R J E T K L S L E

I M H N Z H O P W Q T R S S C T T U C I V S U P T E W M

T H O X Y C Z A B B C U T D E L A F G A H I J H E K L U

A M W I N N O P K L Q R A S T V B U X N W Z O Y R B V S

L A S C B A D G E F A G B R K H L I M S J R K N S L M E

S U M M E R C A M P S N L O I P E S B Q S R H S T J R U

J U K V L W M X N J P Y E O Z E S A B E C F D E U F Q M

G E N E R A L S T A B L E S G H S I S O J K T I L P M S

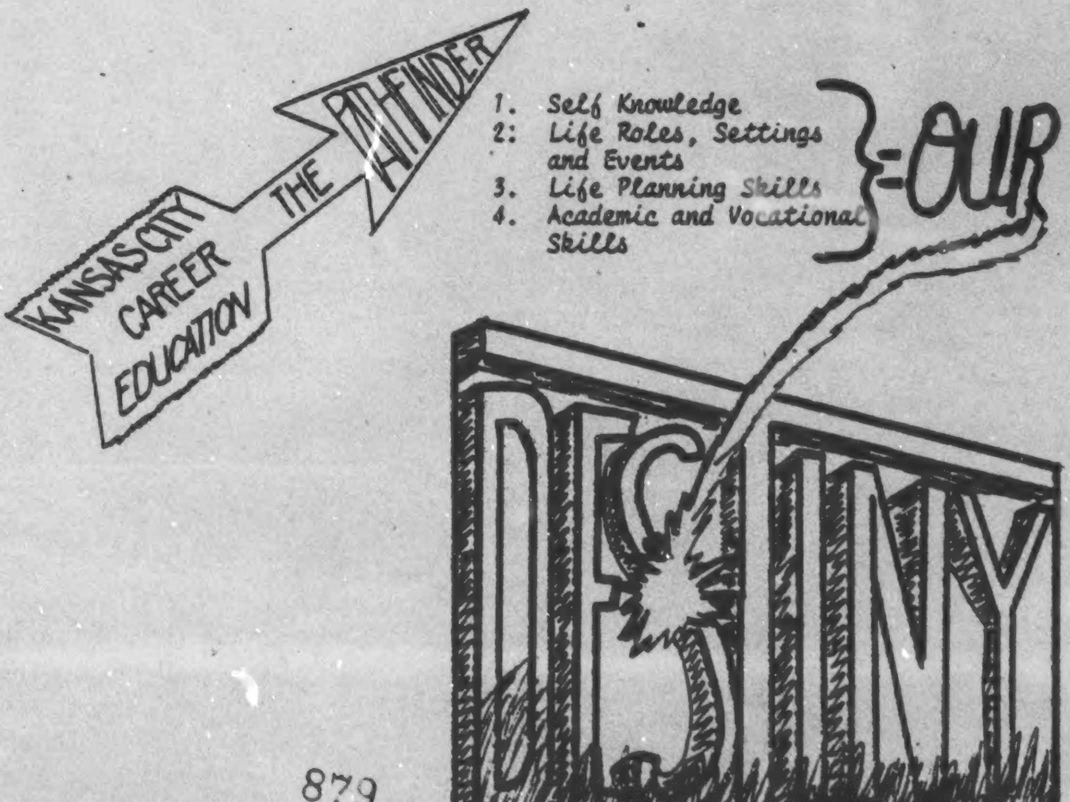
RIDING STABLES
ZOOS
FARMS
RANCHES
RACETRACK STABLES
FAIRS
NATURE MUSUEMS
VETERINARIANS

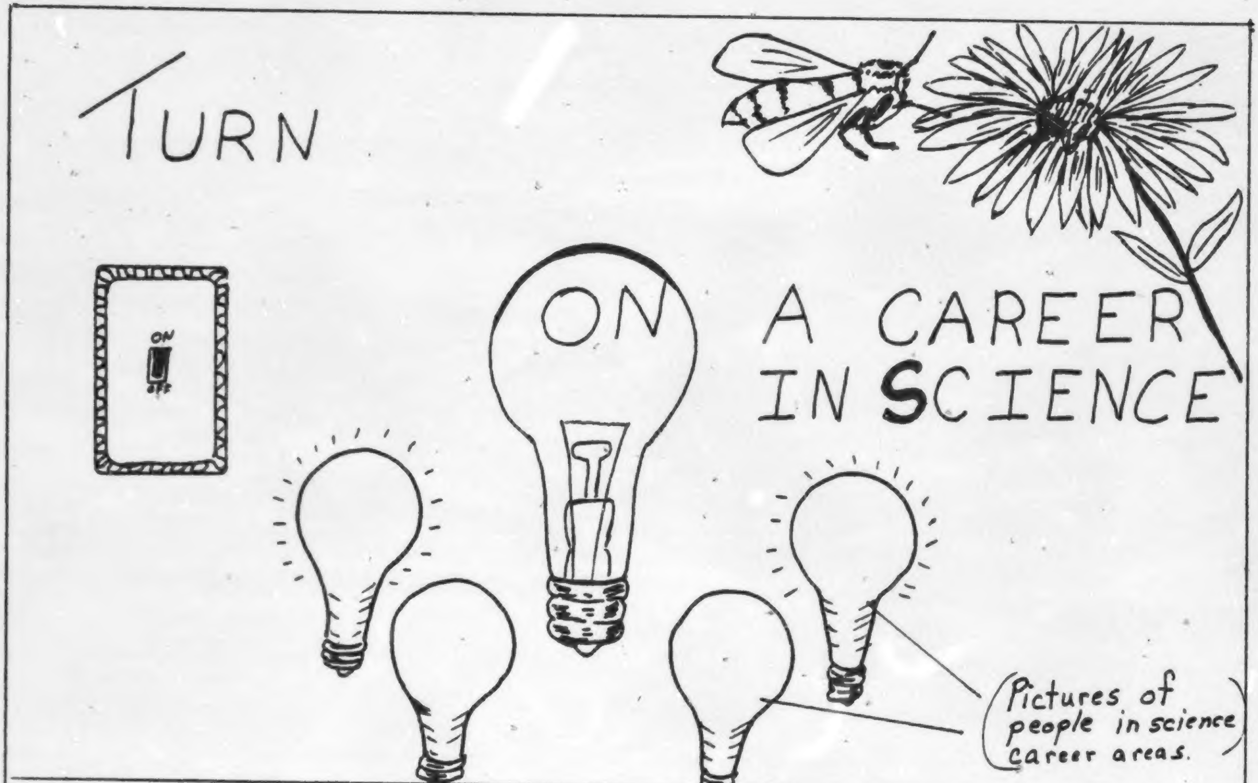
ANIMAL HOSPITAL
ANIMAL SANCTUARY
GENERAL STABLES
DUDE RANCHES
POLICE STABLES
SUMMER CAMPS
HORSE SHOWS
ANIMAL SHELTERS

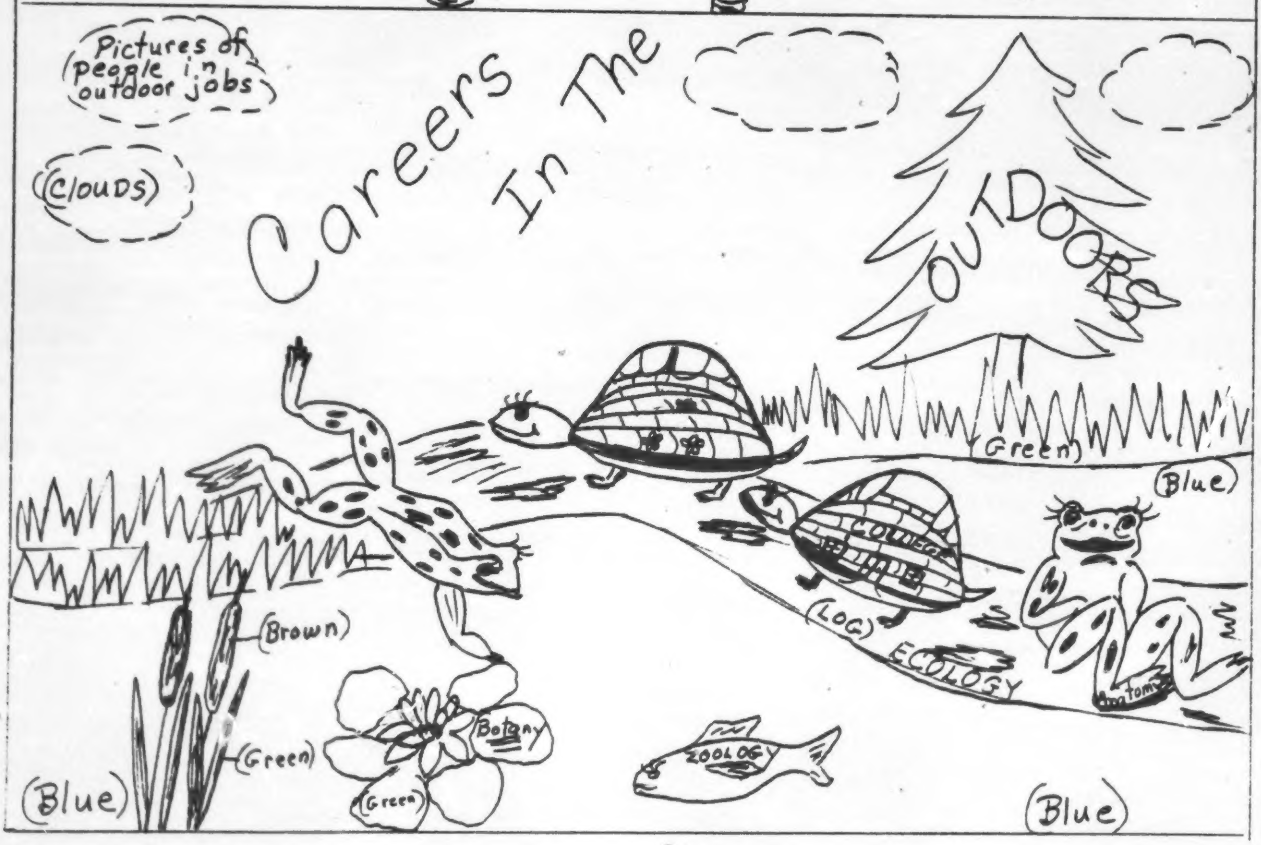
878

Career Education

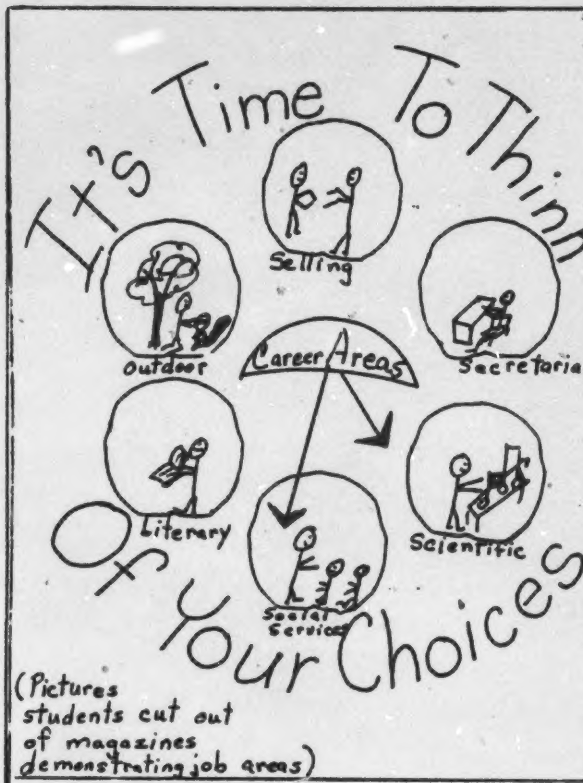
BULLETIN BOARD IDEAS


KANSAS CITY CAREER EDUCATION
THE PATHFINDER
1. Self Knowledge
2: Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills
= OUR
DESTINY

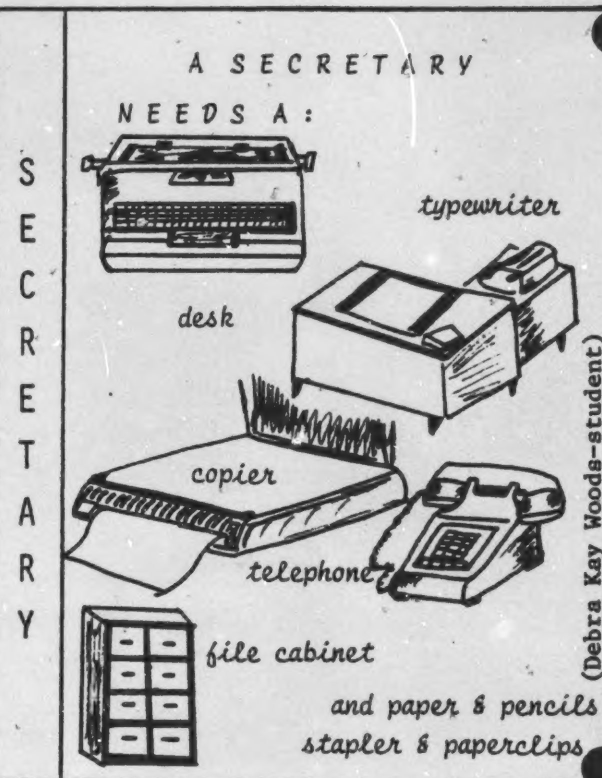

TURN
ON
OFF
ON
A CAREER IN SCIENCE
Pictures of people in science career areas.


Pictures of people in outdoor jobs
(CLOUDS)
Careers In The
OUTDOORS
(Green)
(Blue)
(LOG)
ECOLOGY
(Brown)
(Green)
Botany
(Green)
ZOOLOGY
(Blue)
(Blue)

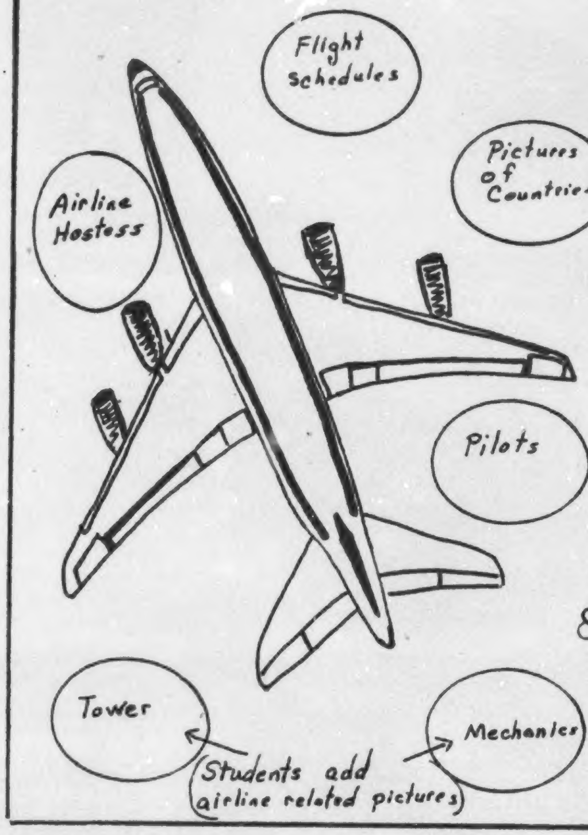
CAREER EDUCATION BULLETIN BOARD IDEAS


It's Time To Think
Selling
Outdoor
Secretarial
Career Areas
Literary
Scientific
Social Services
Of Your Choices
(Pictures students cut out of magazines demonstrating job areas)

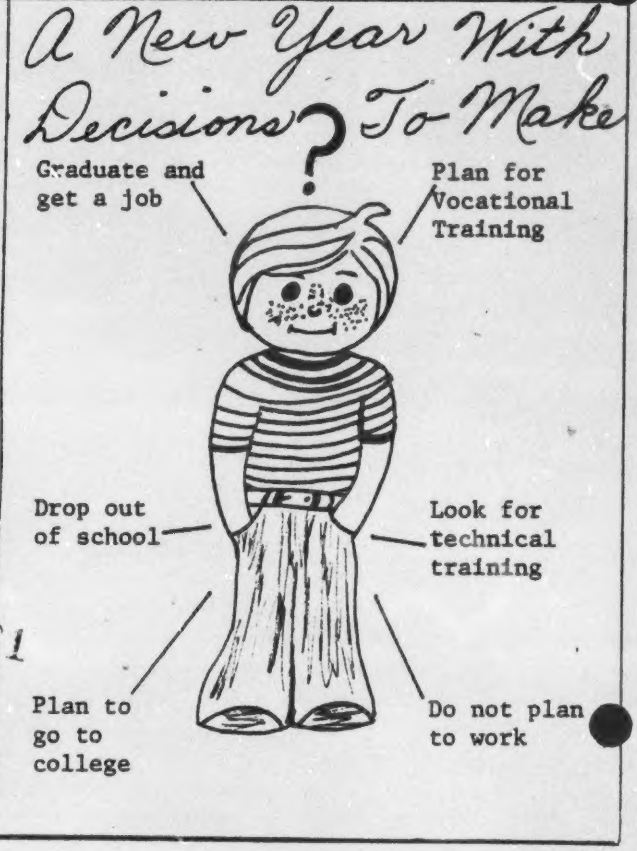
(Sue Jenkins)

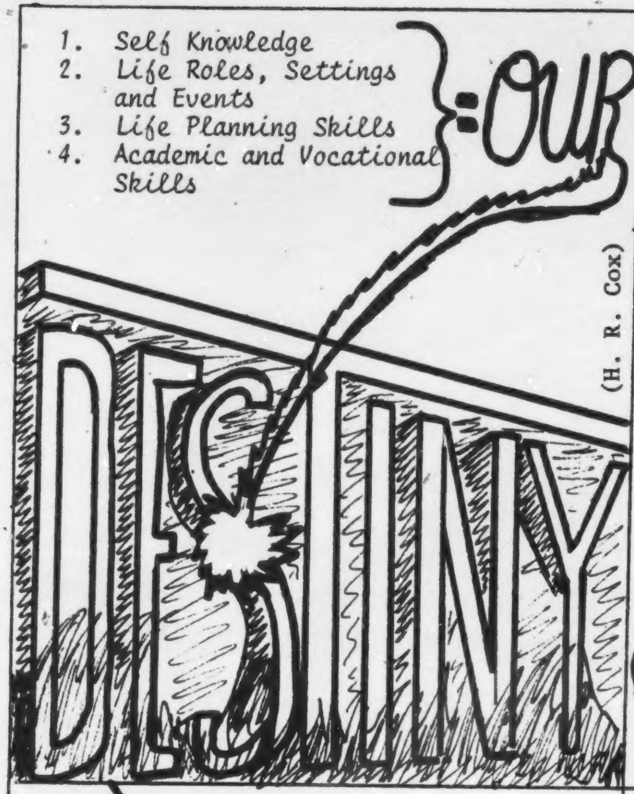

SECRETARY
A SECRETARY NEEDS A:
typewriter
desk
copier
telephone
file cabinet
and paper & pencils
stapler & paperclips

(Debra Kay Woods-student)

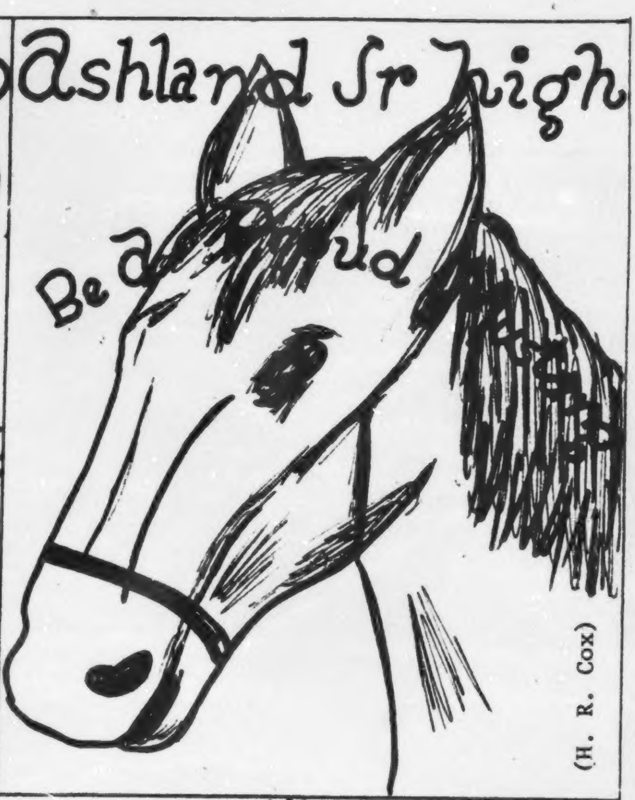

Flight schedules
Pictures of Countries
Airline Hostess
Pilots
Tower
Mechanics
(Students add airline related pictures)

(Denise Birch-student)

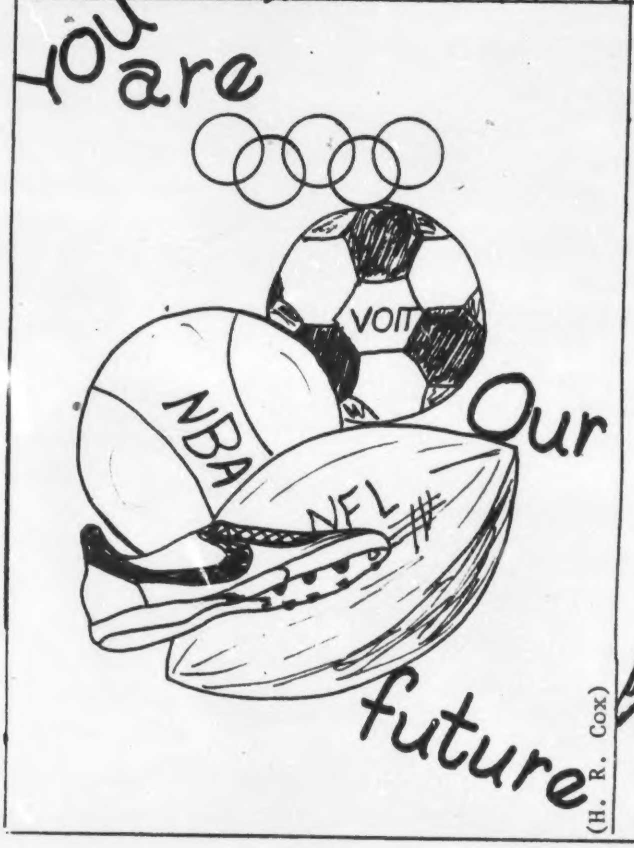

A New Year With Decisions ? To Make
Graduate and get a job
Plan for Vocational Training
Drop out of school
Look for technical training
Plan to go to college
Do not plan to work


1. Self Knowledge
2. Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills
= OUR
DESTINY

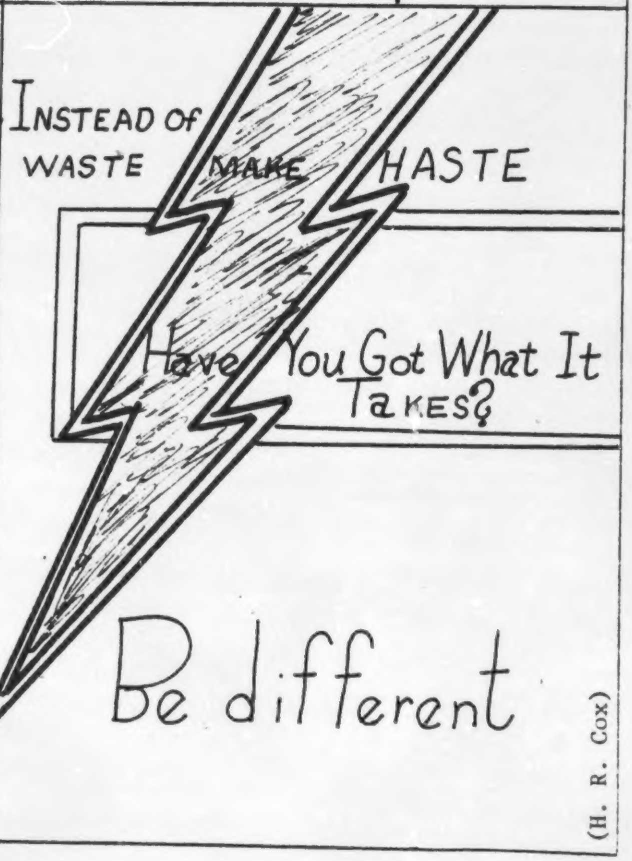
(H. R. Cox)


Ashland Sr High
Be a [illegible]ud

(H. R. Cox)


You are
VOIT
NBA
NFL
Our
future

(H. R. Cox)


INSTEAD OF WASTE MAKE HASTE
Have You Got What It Takes?
Be different

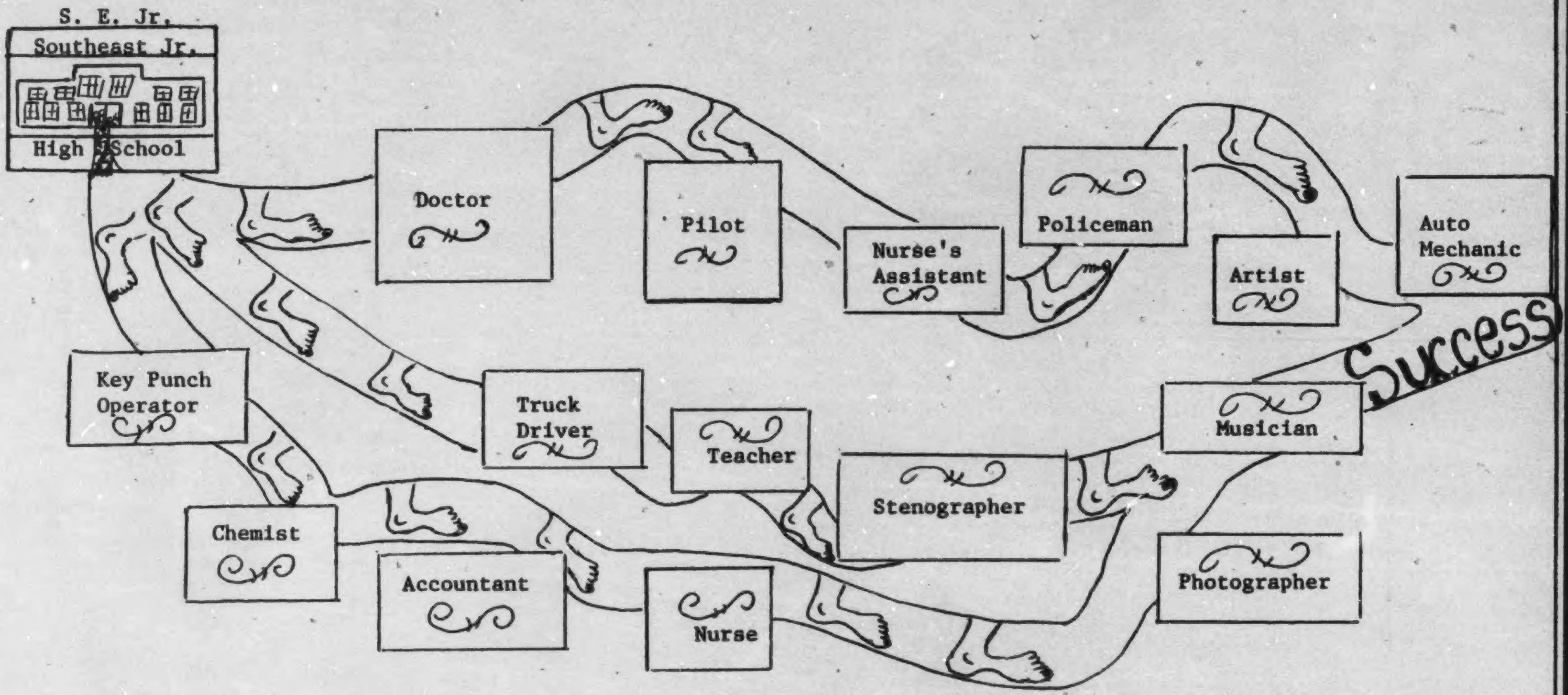
(H. R. Cox)

CAREER EDUCATION BULLETIN BOARD IDEA

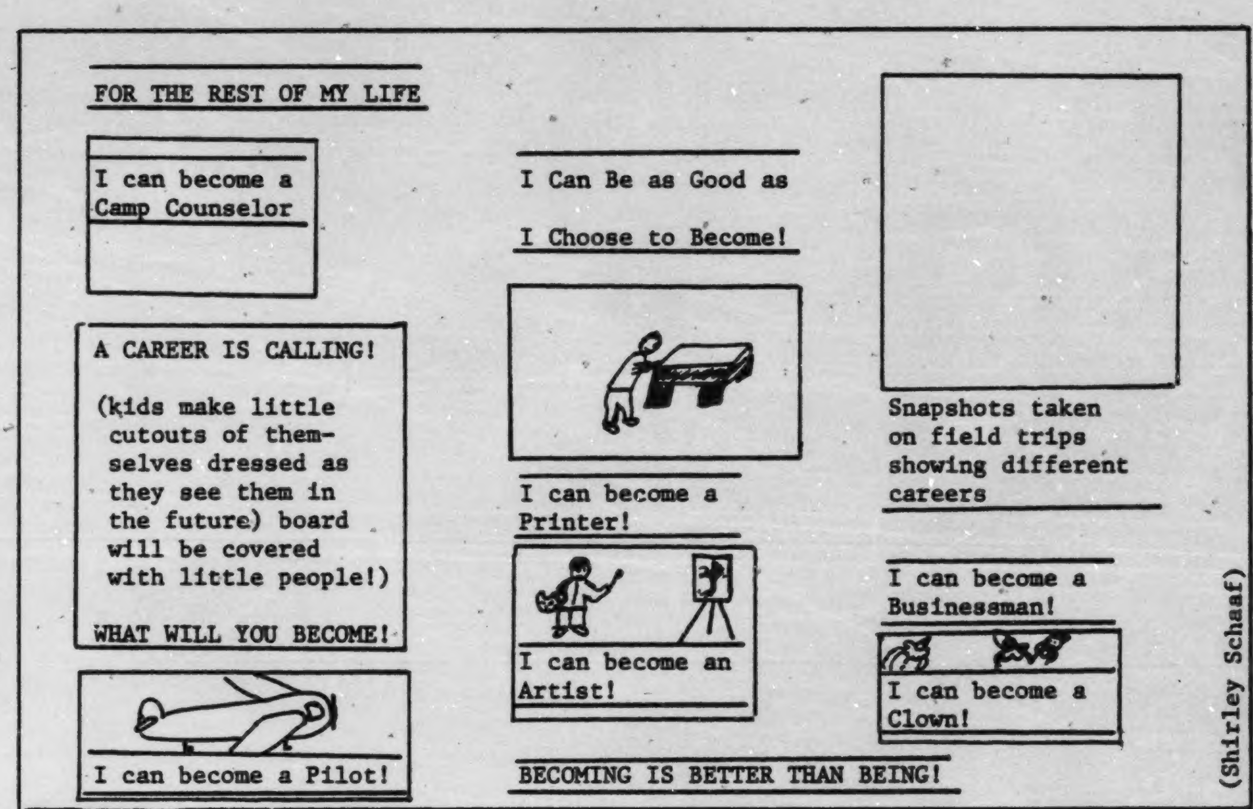
WHERE ARE WE GOING?

Gloria Wardell

"Let Mathematics Help"


S. E. Jr.
Southeast Jr.
High School
Doctor
Pilot
Nurse's Assistant
Policeman
Artist
Auto Mechanic
Key Punch Operator
Truck Driver
Teacher
Stenographer
Musician
Success
Chemist
Accountant
Nurse
Photographer

CAREER EDUCATION BULLETIN BOARD IDEAS



FOR THE REST OF MY LIFE

I can become a Camp Counselor

A CAREER IS CALLING!

(kids make little cutouts of themselves dressed as they see them in the future) board will be covered with little people!)

WHAT WILL YOU BECOME!

I can become a Pilot!

I Can Be as Good as

I Choose to Become!

I can become a Printer!

I can become an Artist!

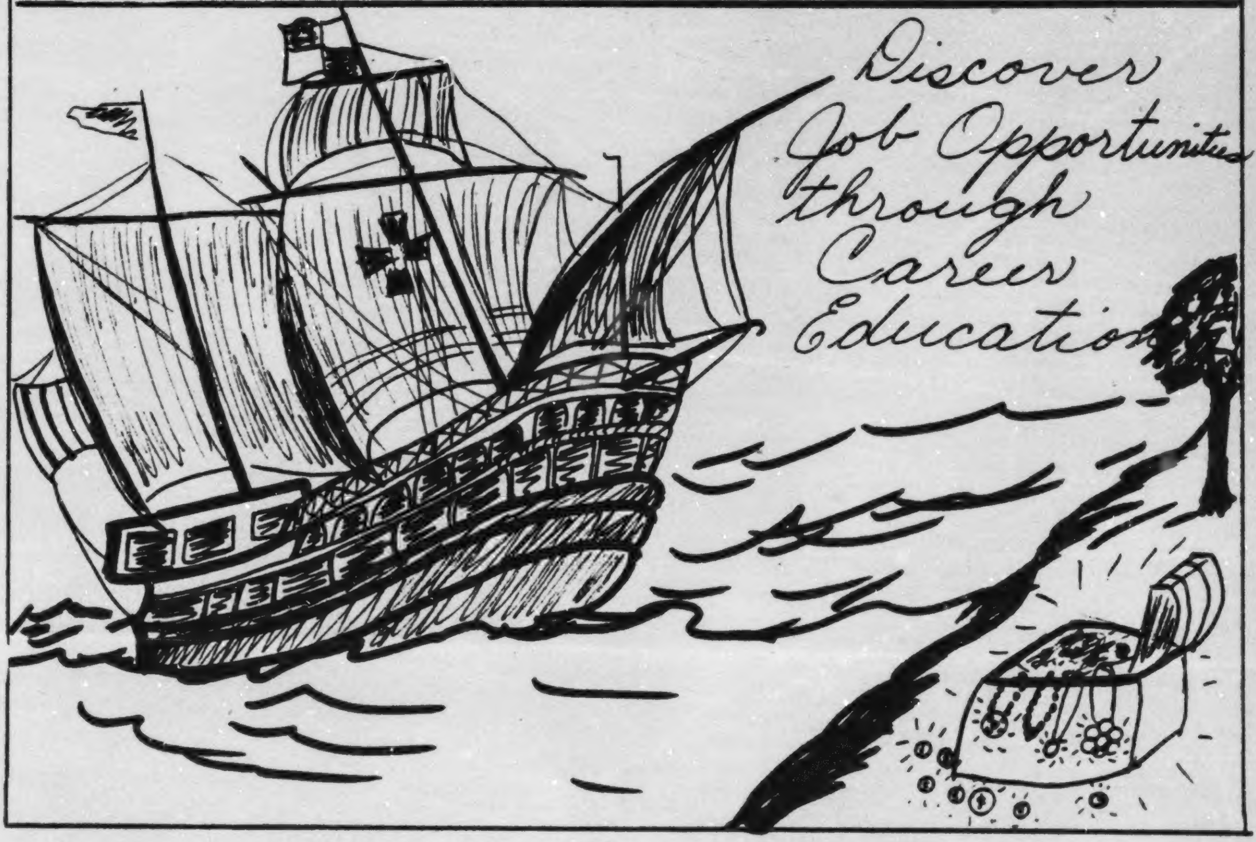
BECOMING IS BETTER THAN BEING!

Snapshots taken on field trips showing different careers

I can become a Businessman!

I can become a Clown!

(Shirley Schaaf)



CAREER EDUCATION BULLETIN BOARD IDEAS

QUIPS AND QUOTES FOR SOCIAL STUDIES BULLETIN BOARDS

1. HEY! What's Happening in Social Studies?
2. Are you in the Know?
3. Career Myths
4. Application, Want Ad Abbreviations
5. Personal Inventory (before applying for a job)
6. Tool Boxes in the World of Work (show bags, boxes used by various occupations-exp. doctor's bag, plumber's box)
7. Jobs in the News
8. Getting it all Together(self control, personality traits)
9. Turn on to Social Studies Careers
10. Hatchin' A Career(egg shell cracking open with careers inside)
11. Will You Be Left Out?
12. Immigrants and Their Contributions t the World of Work(historical perspective such as Chineese building railroad)
13. Around the World in Careers (geographical perspective)
14. Cook's Tour of the World (show foods around the world)
15. Far Out Careers (show things of outer space
16. Spotlight on Careers
17. Career Guidlines

(Trantham, Trantham and Watlington)

WILL THIS BE YOU IN 5 YEARS ?

Picture of

Construction

Worker

Picture of

Lab Technician

Picture of

Store Clerk

Picture of

Person standing in an Unemployment line

Picture of

Person who is in jail

A person sitting on the sidewalk or step thinking "What am I going to do? That's not enough money to pay rent & buy food."

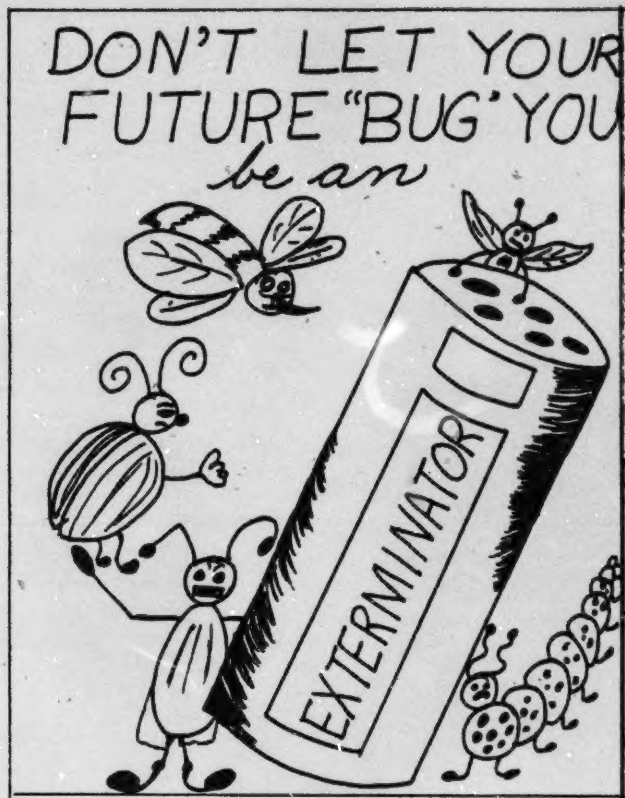
A person sitting in a chair thinking: "It sure feels good to be able to pay my rent and buy food."

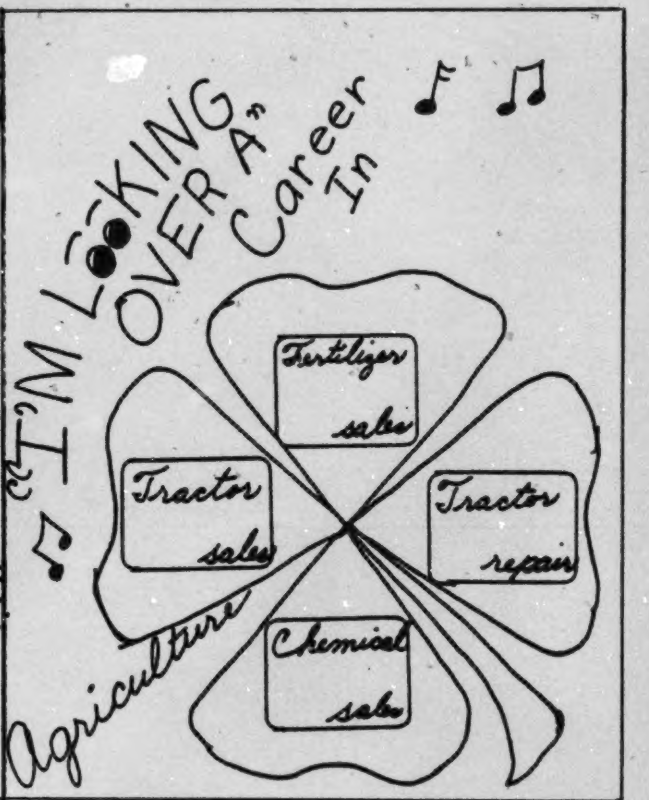
Picture of Armed Services Career

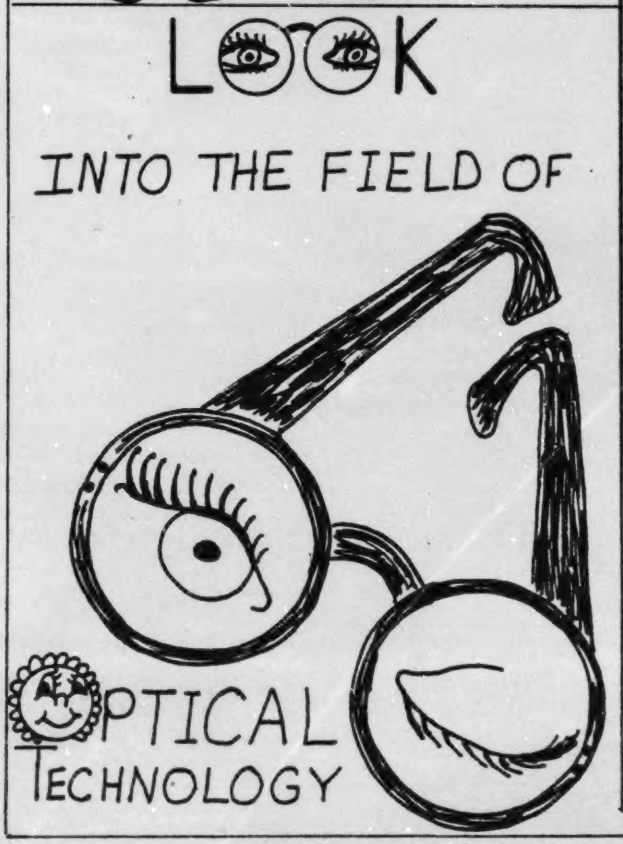
What are you doing *__now__* *to prepare for the kind of life you want?????*

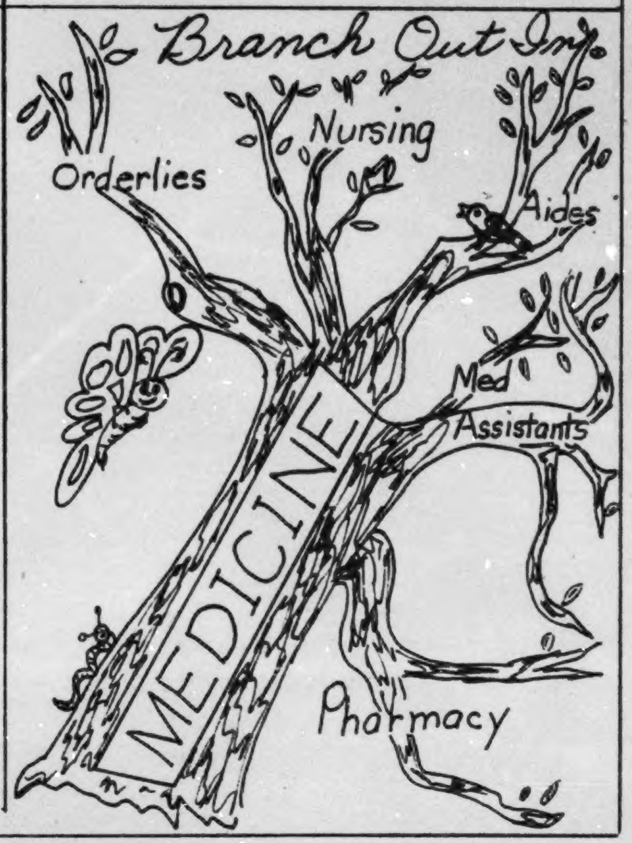
(Gene Budd)

CAREER EDUCATION BULLETIN BOARD IDEAS

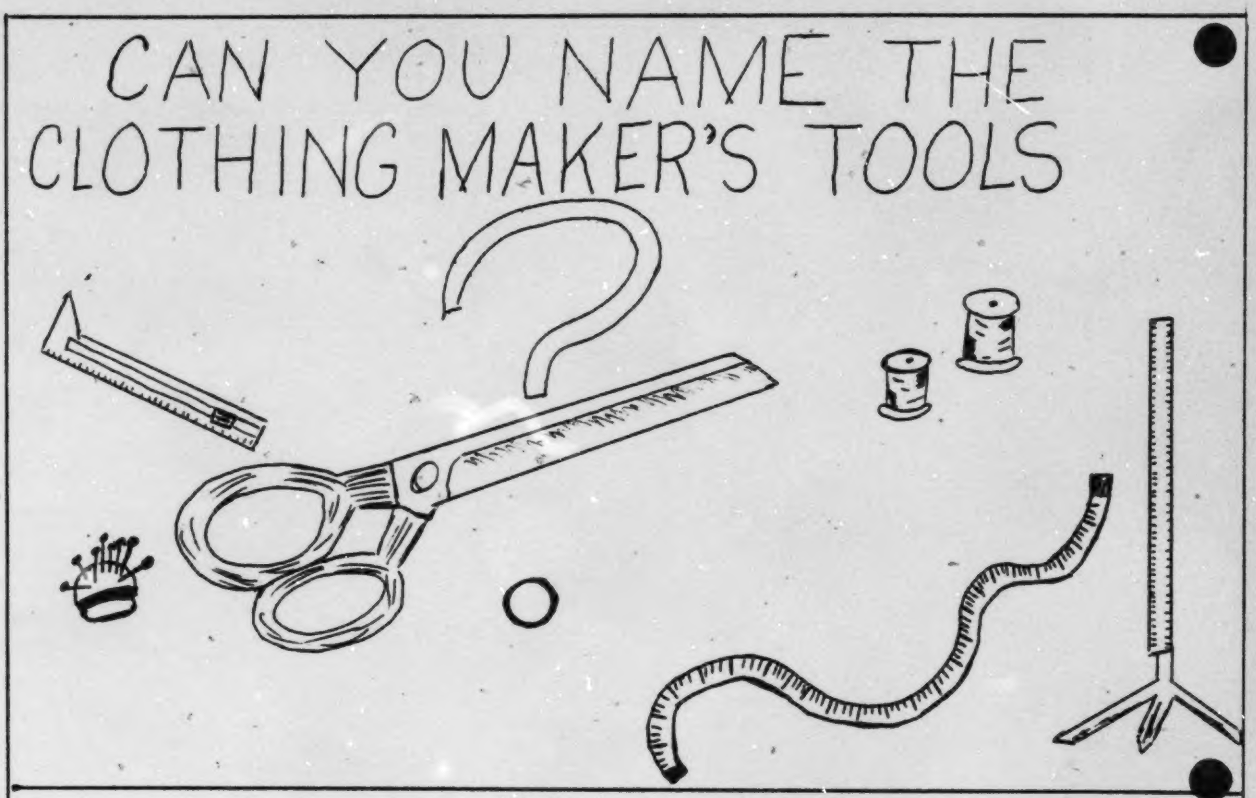

DON'T LET YOUR
FUTURE "BUG" YOU
be an
EXTERMINATOR

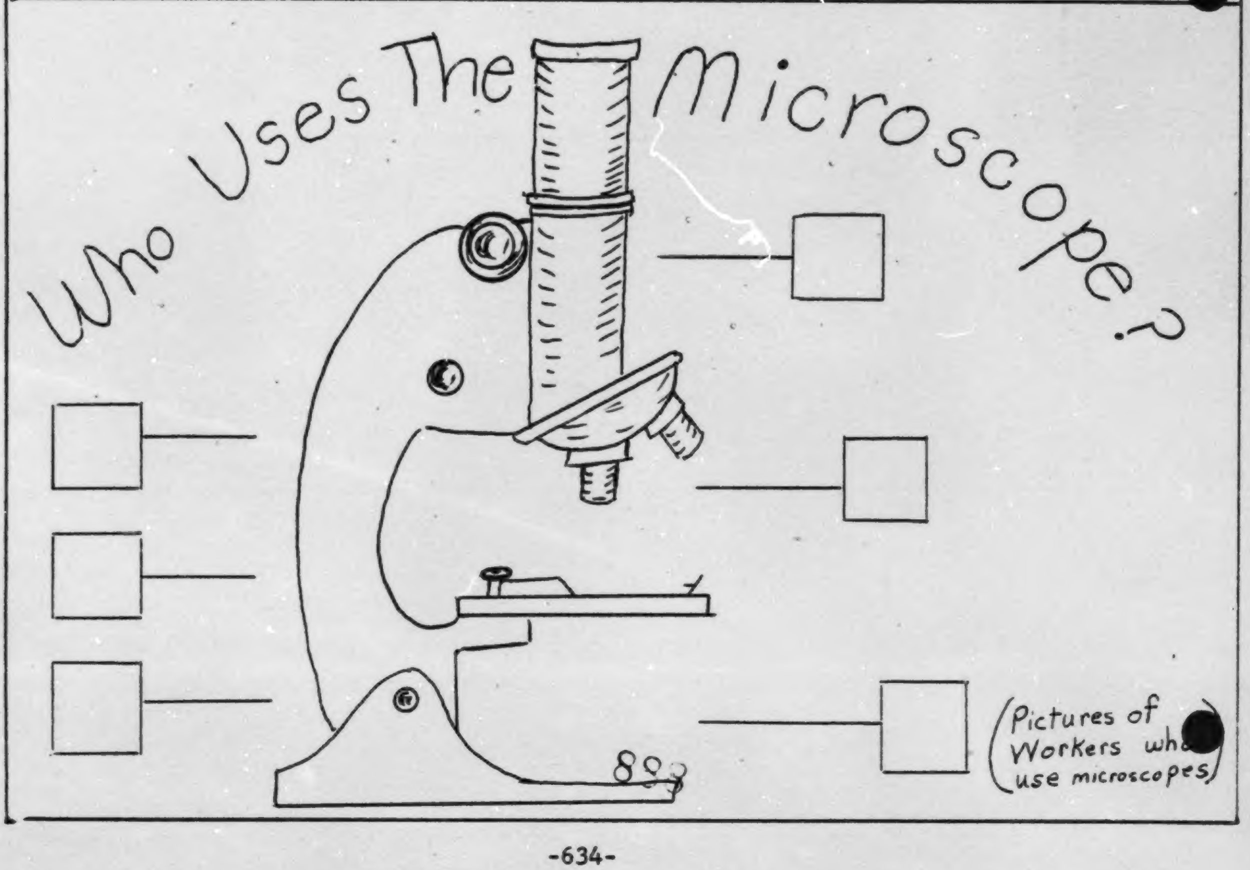

"I'M LOOKING
OVER A"
Career
In
Fertilizer sales
Tractor sales
Tractor repair
Chemical sales
Agriculture

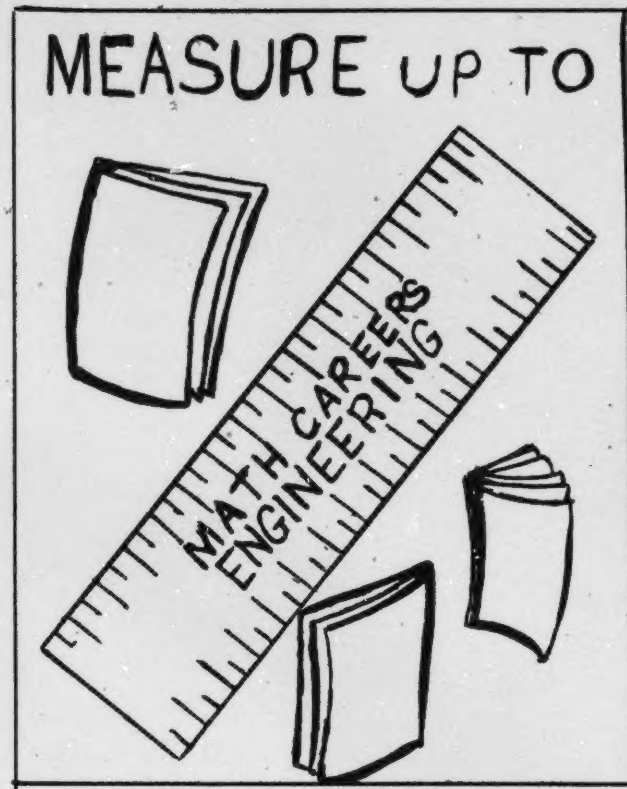

LOOK
INTO THE FIELD OF
OPTICAL
TECHNOLOGY

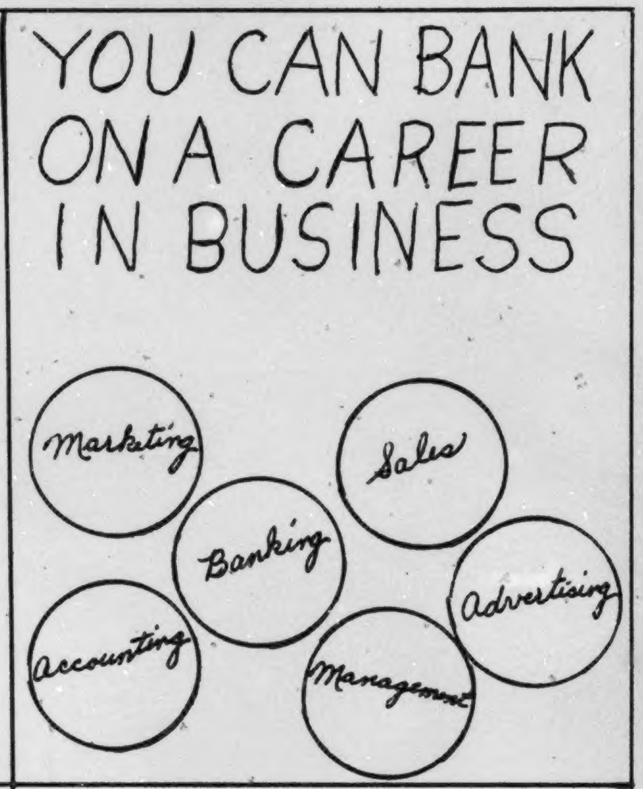

Branch Out In
Orderlies
Nursing
Aides
Med Assistants
MEDICINE
Pharmacy

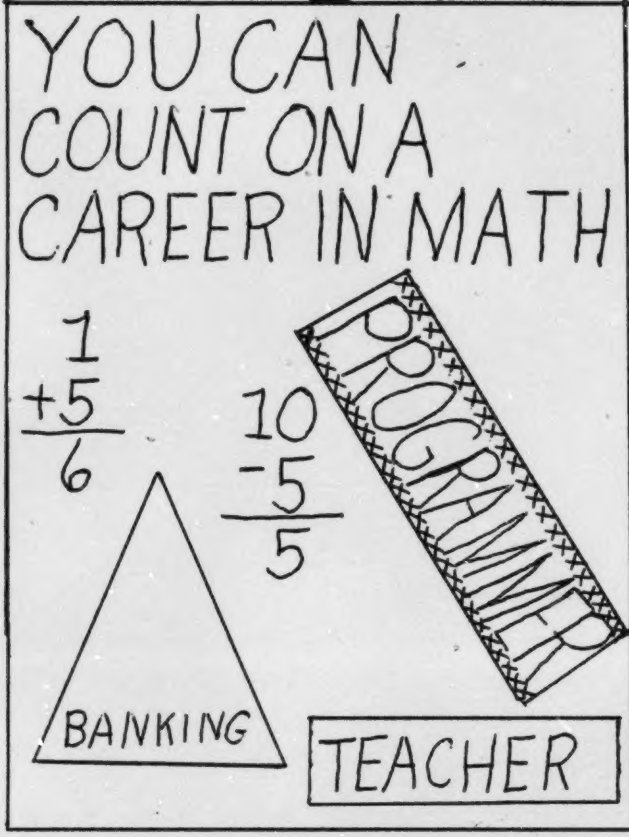
CAREER EDUCATION BULLETIN BOARD IDEA

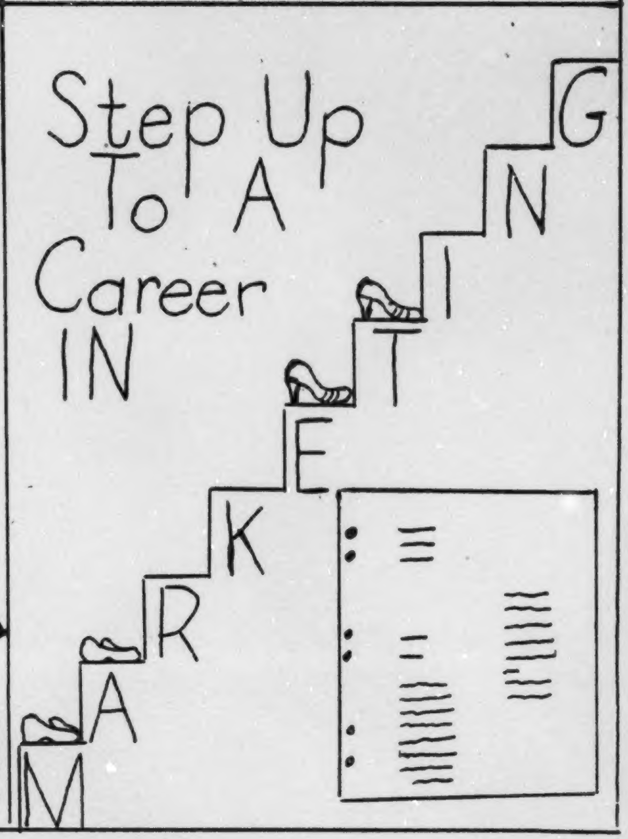

CAN YOU NAME THE
CLOTHING MAKER'S TOOLS


Who Uses The Microscope?
(Pictures of Workers who use microscopes)
883


MEASURE UP TO
MATH CAREERS
ENGINEERING

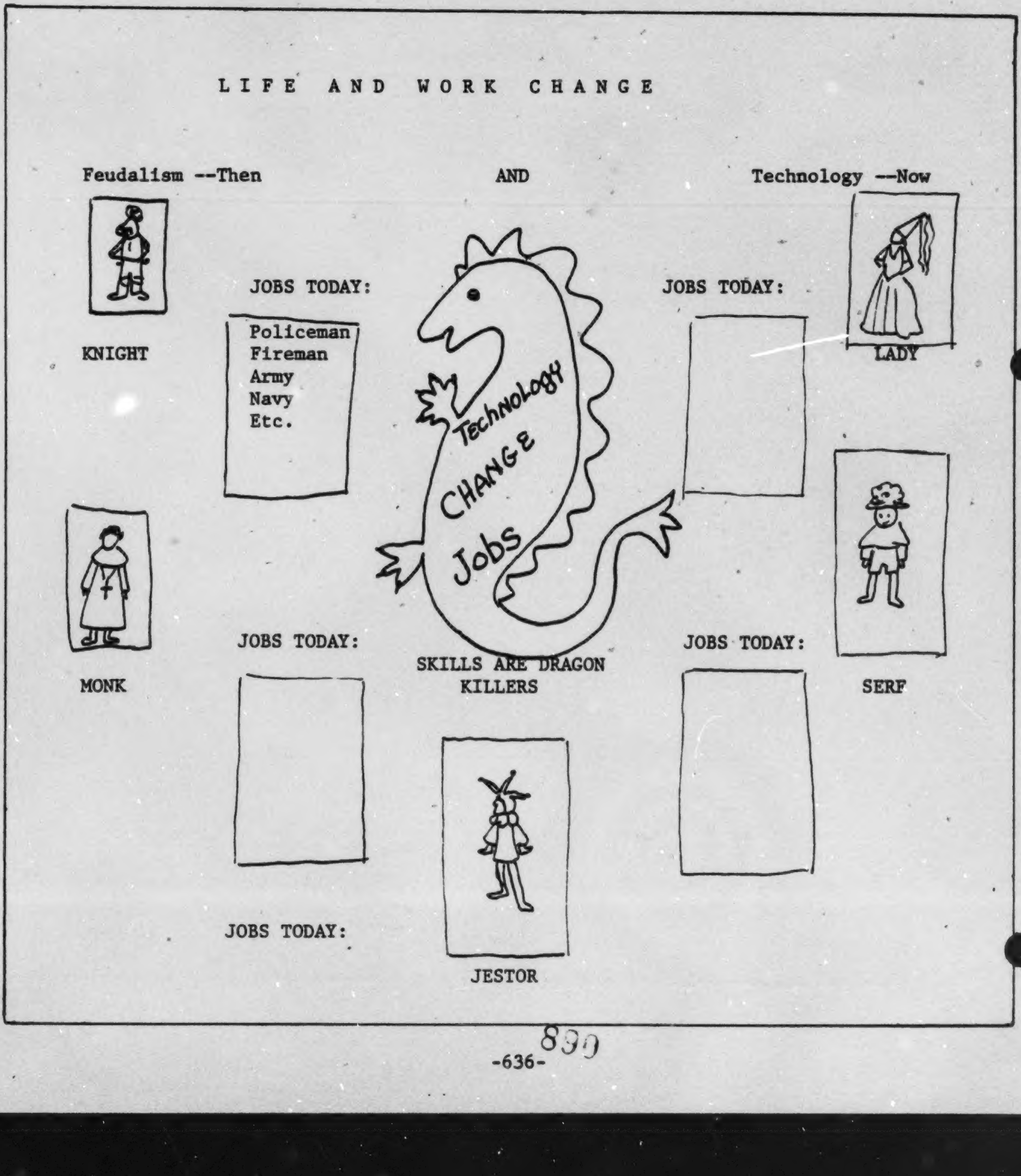

YOU CAN BANK ON A CAREER IN BUSINESS
Marketing
Sales
Banking
Advertising
Accounting
Management


YOU CAN COUNT ON A CAREER IN MATH
1
+5
6
10
-5
5
PROGRAMMER
BANKING
TEACHER

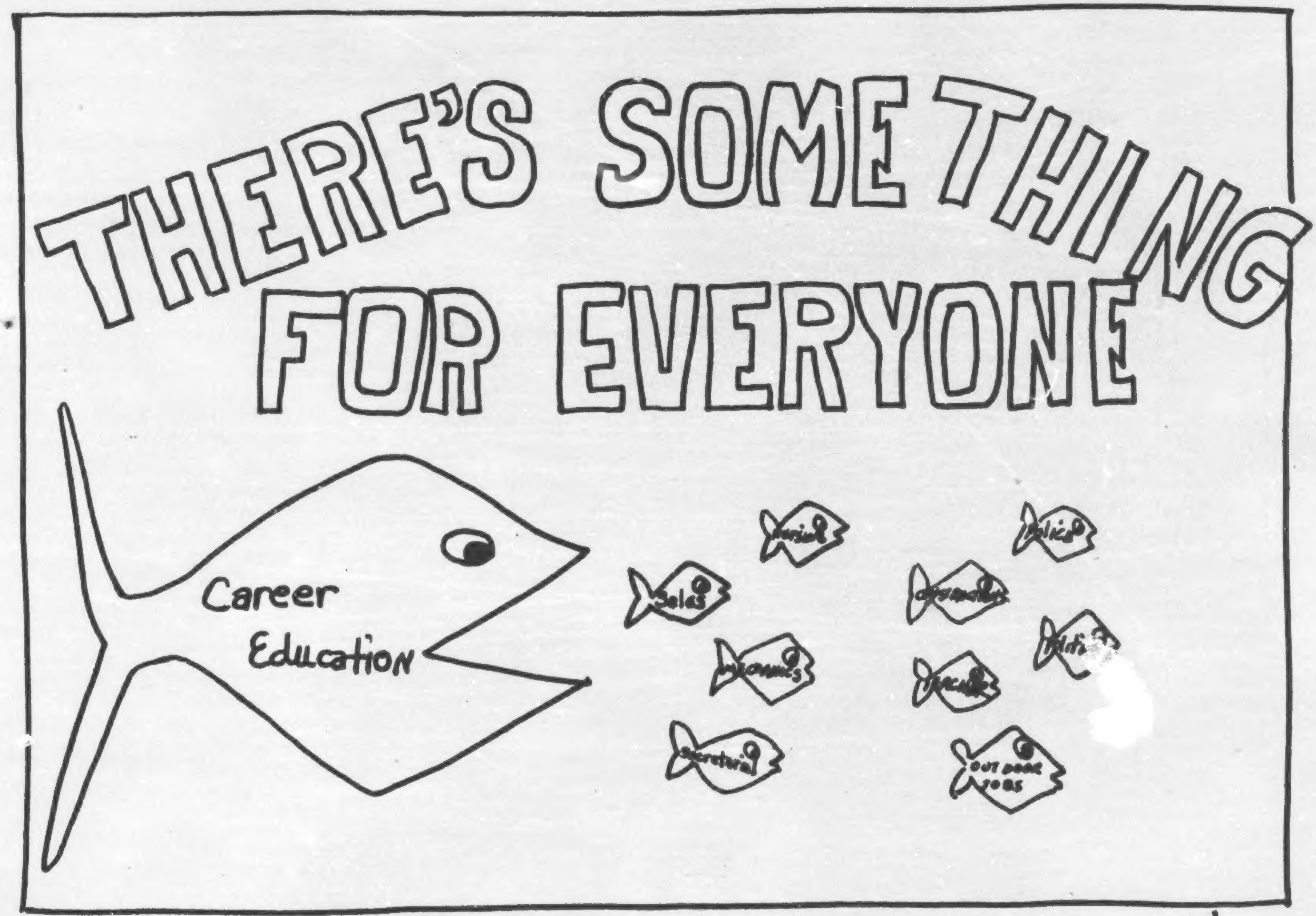

Step Up To A Career IN
M
A
R
K
E
T
I
N
G

CAREER EDUCATION BULLETIN BOARD IDEA

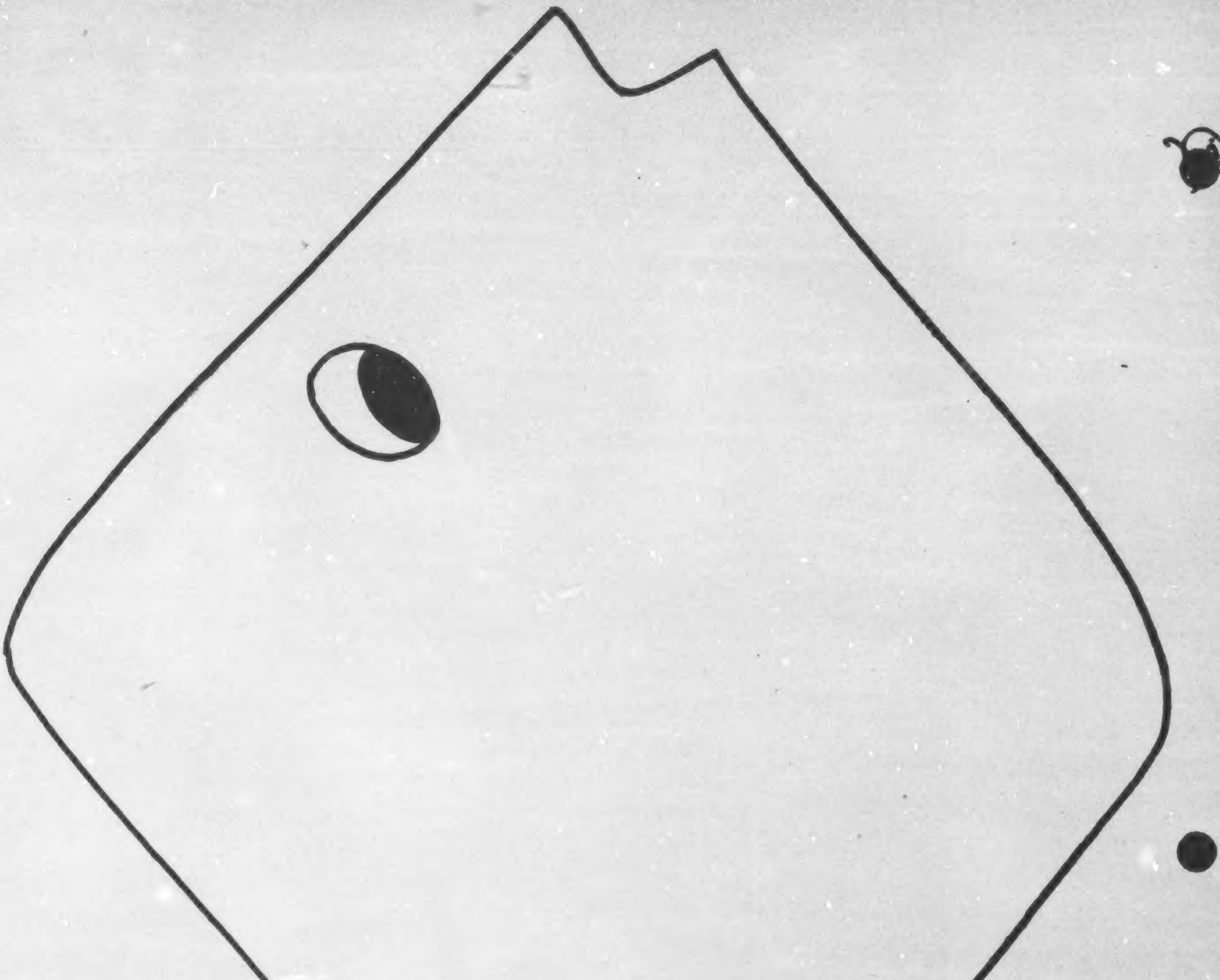
Submitted by: Shirley Schaaf SCHOOL: Westport Junior


LIFE AND WORK CHANGE
Feudalism --Then
AND
Technology --Now
KNIGHT
JOBS TODAY:
Policeman
Fireman
Army
Navy
Etc.
JOBS TODAY:
LADY
Technology
CHANGE
Jobs
MONK
JOBS TODAY:
SKILLS ARE DRAGON KILLERS
JOBS TODAY:
SERF
JOBS TODAY:
JESTOR

CAREER EDUCATION BULLETIN BOARD IDEA


THERE'S SOME THING FOR EVERYONE
Career Education
Sales
Mechanics
Secretarial
Police
OUT DOOR JOBS

Submitted by: Paula Schaaf



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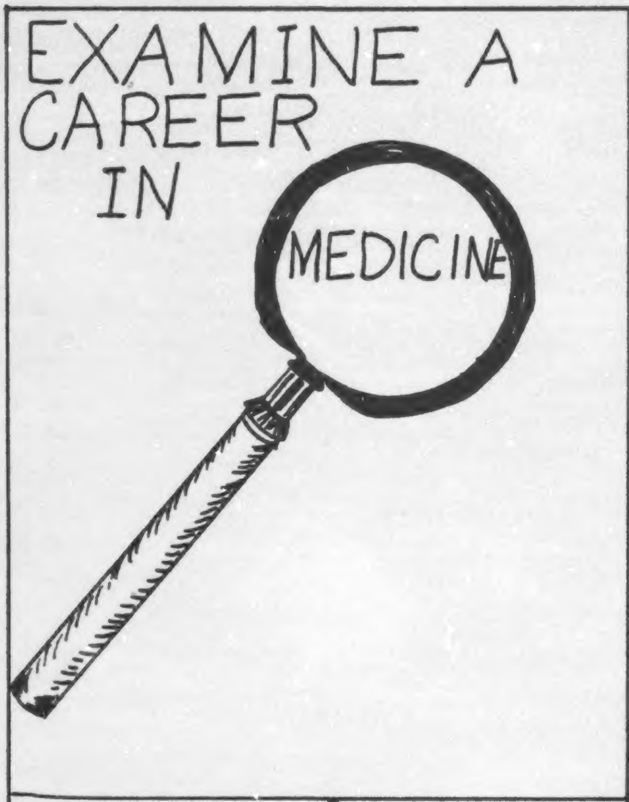
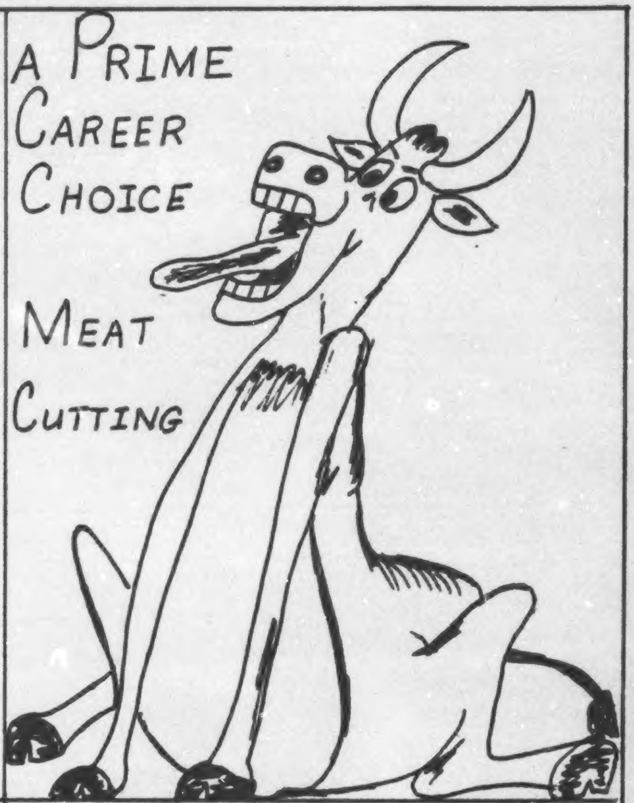
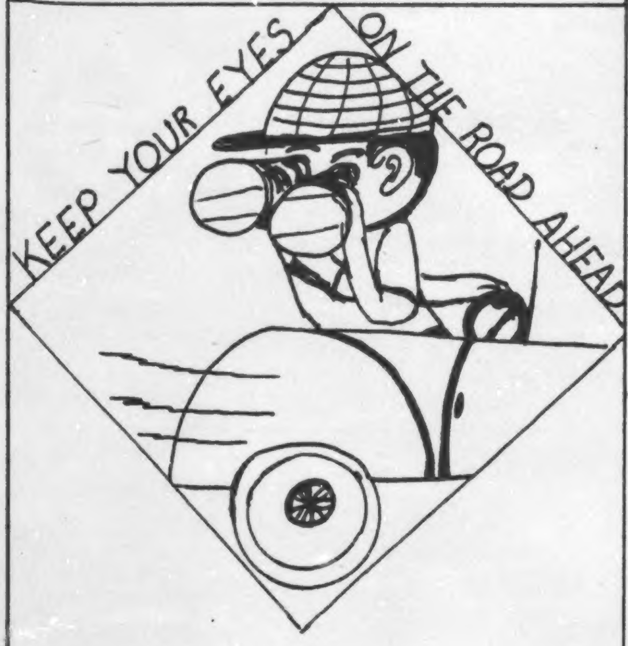
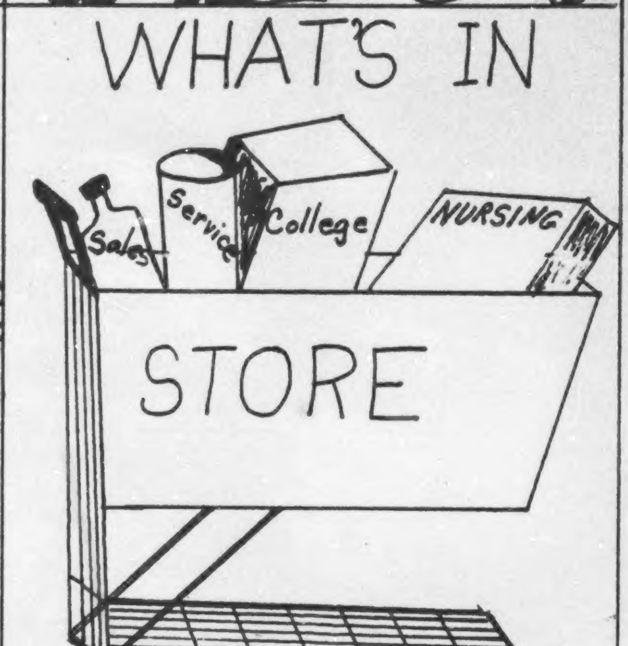
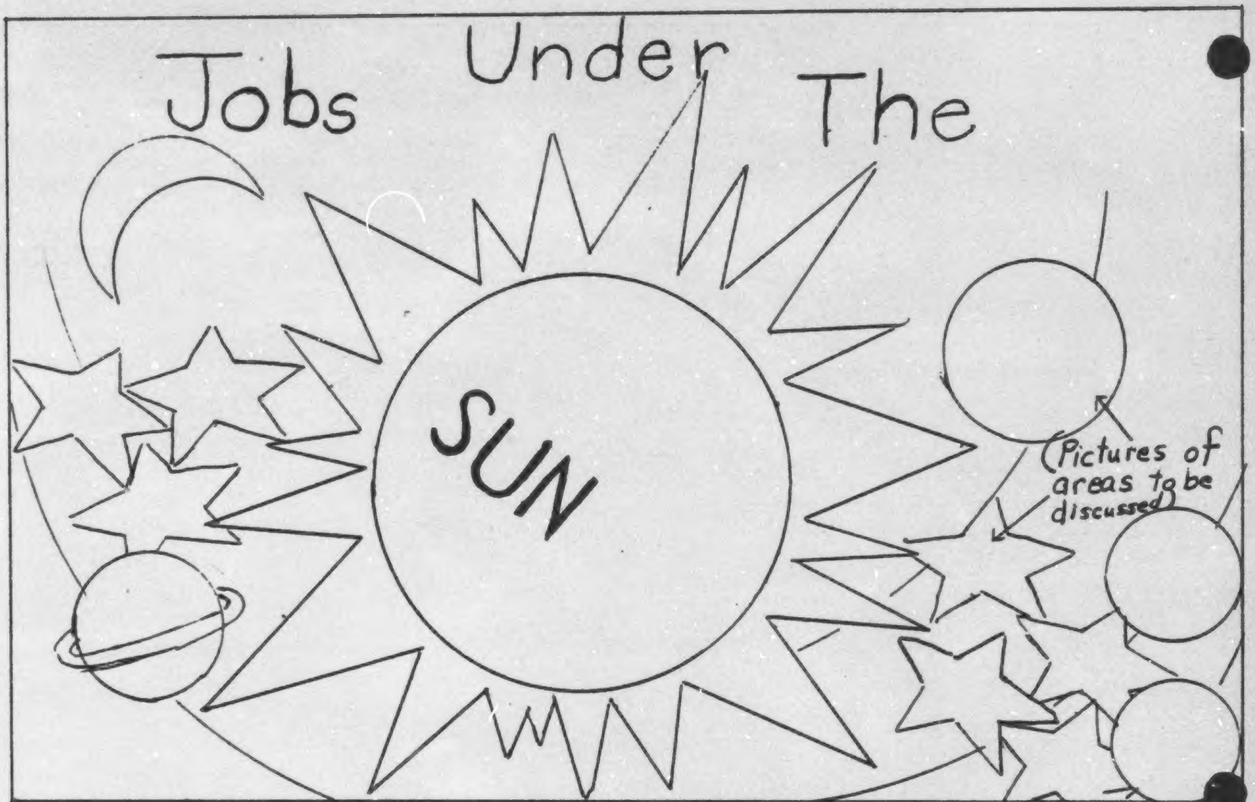
CAREER EDUCATION BULLETIN BOARD IDEAS

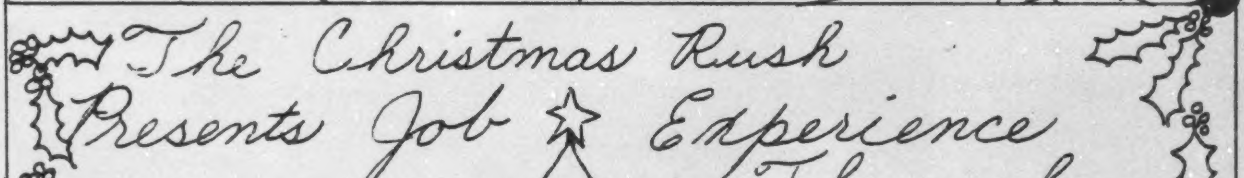

EXAMINE A CAREER IN
MEDICINE


A PRIME CAREER CHOICE
MEAT CUTTING

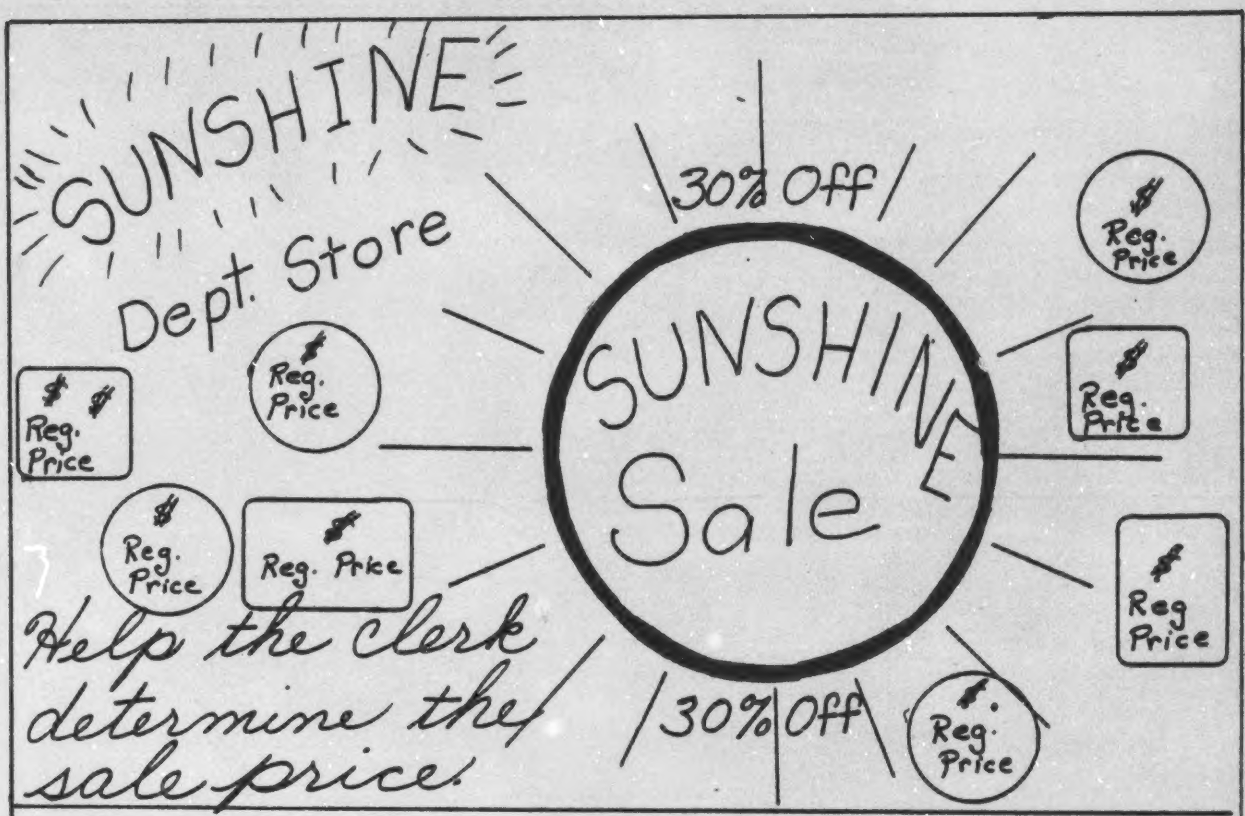

KEEP YOUR EYES ON THE ROAD AHEAD

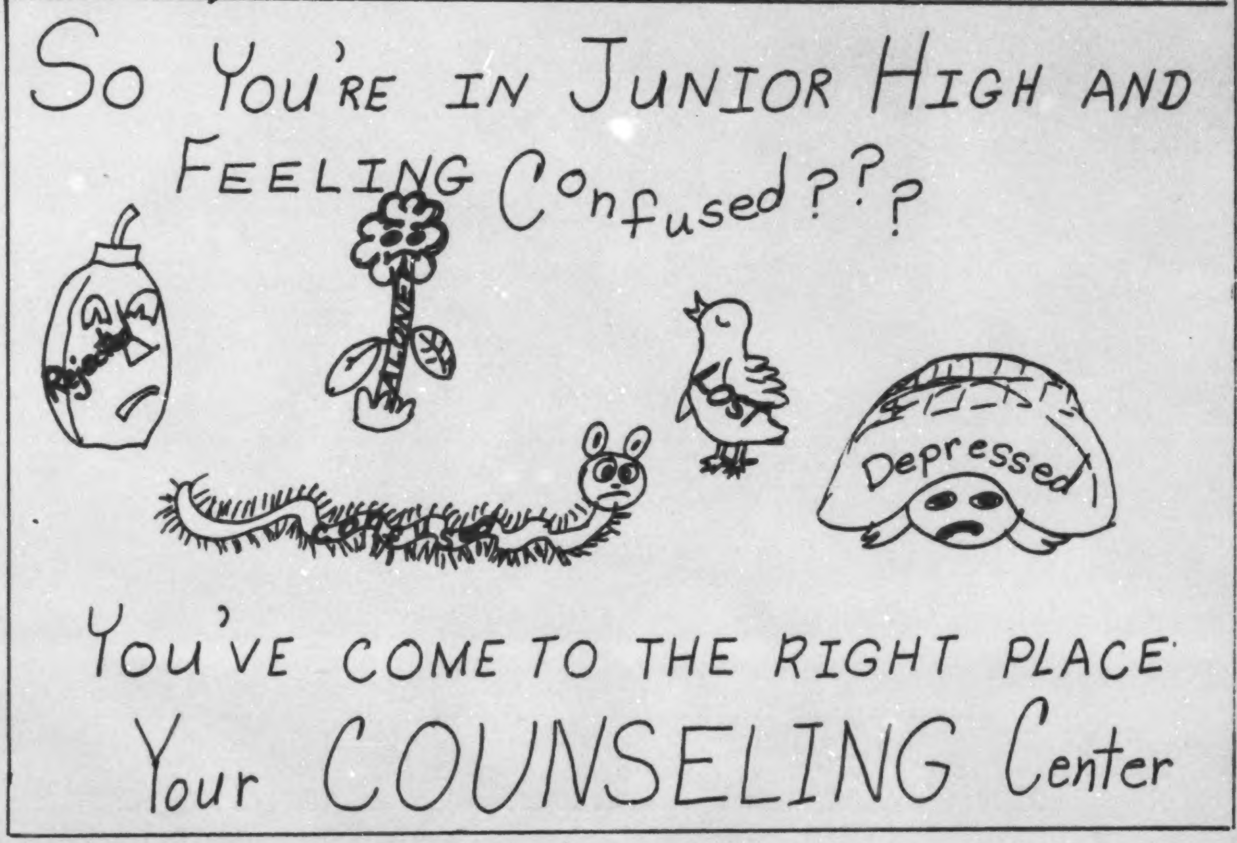

WHAT'S IN
Sales
Service
College
NURSING
STORE
FOR YOU?

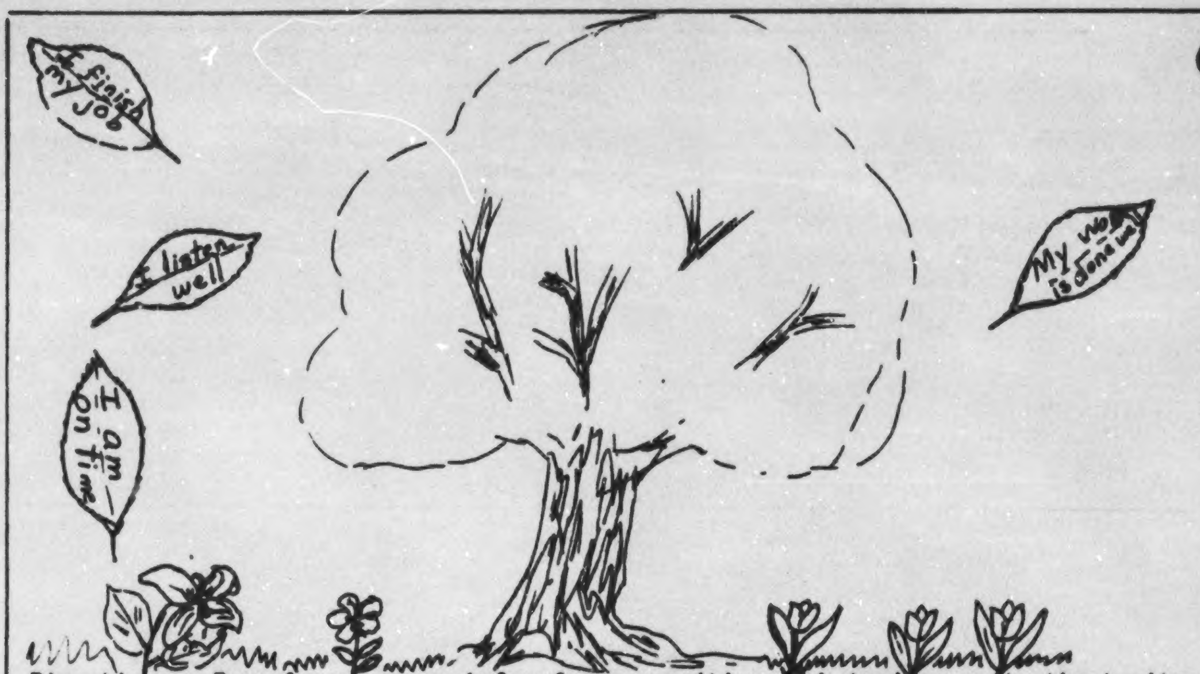

Jobs Under The
SUN
(Pictures of areas to be discussed)


The Christmas Rush Presents Job Experience Through Part-time Work
(Name of Part-time jobs)

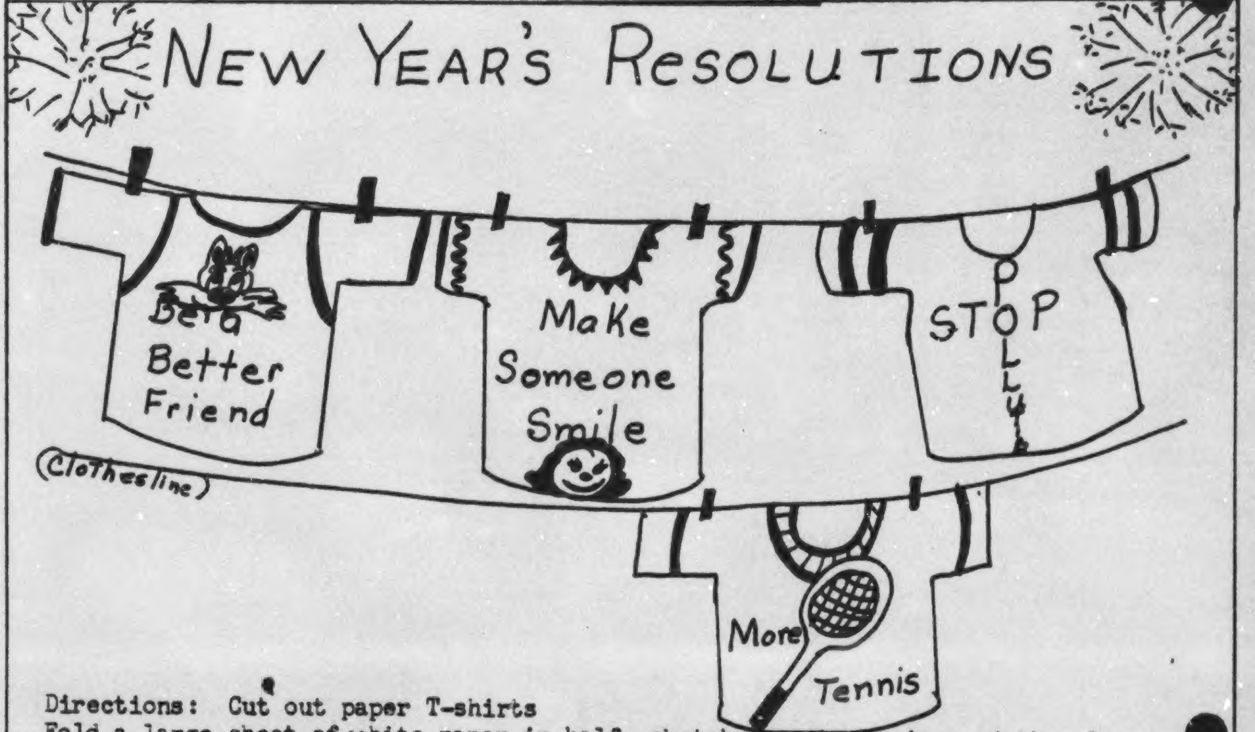
Monteel Mercer


SUNSHINE
Dept. Store
30% Off
$ Reg. Price
$ Reg. Price
$ $ Reg. Price
SUNSHINE Sale
$ Reg. Price
$ Reg. Price
$ Reg. Price
$ Reg. Price
$ Reg Price
30% Off
$ Reg. Price
Help the clerk determine the sale price.

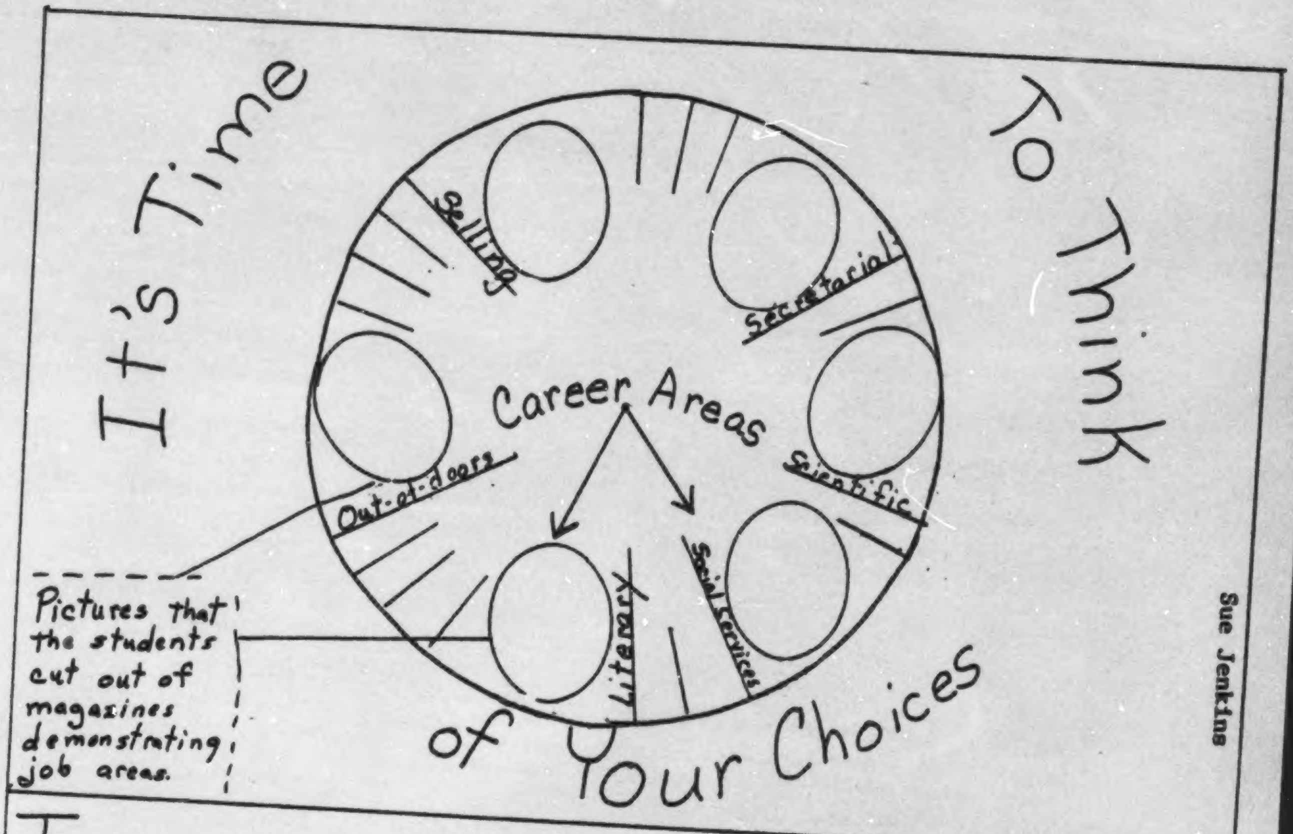

So You're in Junior High and
Feeling Confused???
Rejected
Alone
Lost
Confused
Depressed
You've come to the right place
Your COUNSELING Center


I finish my job
I listen well
I am on time
My work is done well

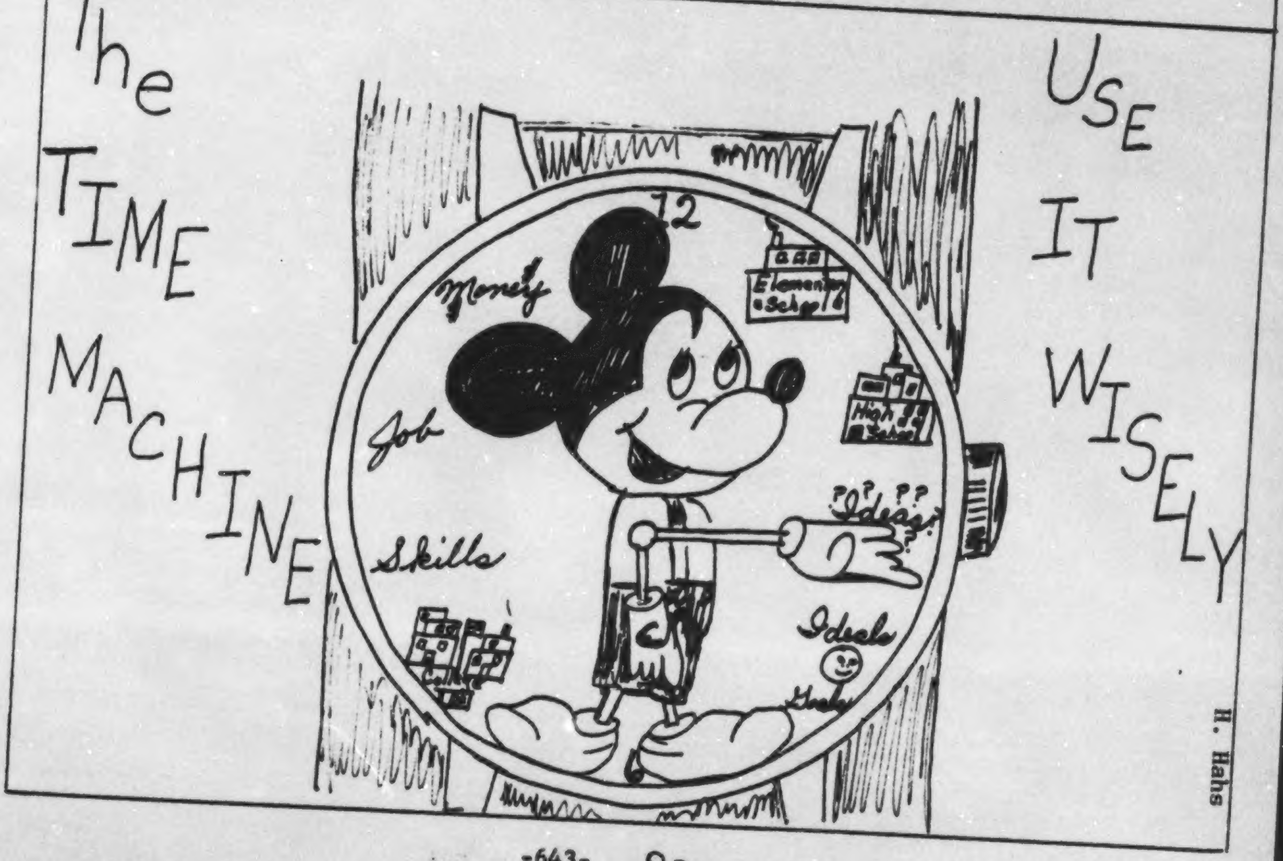
Directions: Draw leaves as symbols of your positive work traits, write the traits on the leaves and hang on this trait tree. The traits that are the most important to you should go on the top and the less important ones at the bottom.


NEW YEAR'S RESOLUTIONS
Be a Better Friend
Make Someone Smile
STOP
POLLU
More Tennis
(Clothesline)

Directions: Cut out paper T-shirts
Fold a large sheet of white paper in half, sketch a neck opening and the sleeve and side area, then cut.


It's Time To Think of Your Choices
Career Areas
Selling
Secretarial
Scientific
Social Services
Literary
Out-of-doors
Pictures that the students cut out of magazines demonstrating job areas.

Sue Jenkins


The TIME MACHINE
USE IT WISELY
12
Money
Elementary School
High School
Job
Ideas
Skills
Ideals
College
Goals

H. Hahs

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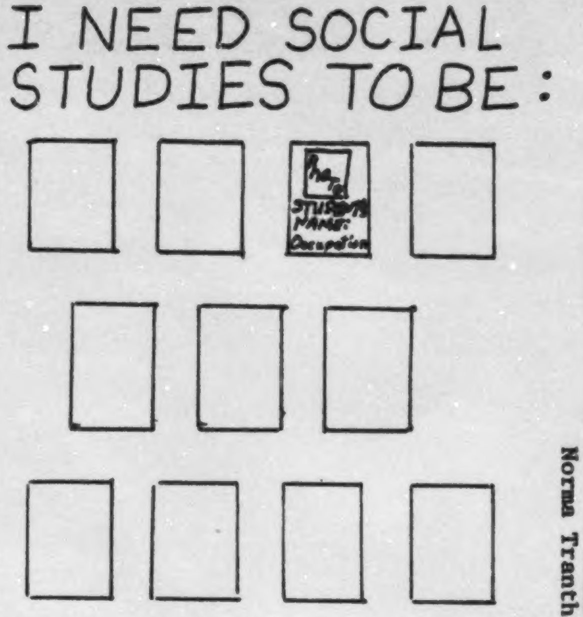
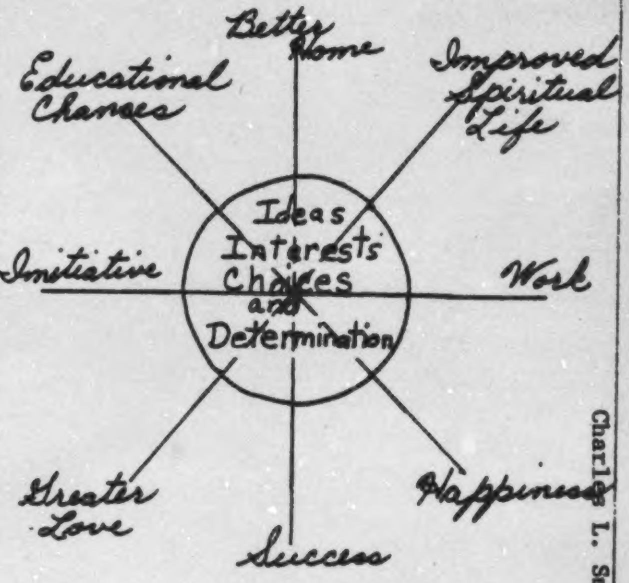
CAREER EDUCATION BULLETIN BOARD IDEAS

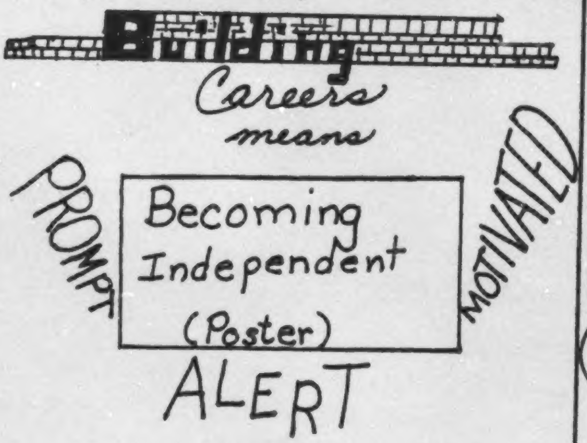

I NEED SOCIAL STUDIES TO BE:
Photo
STUDENT'S NAME:
Occupation

(Have students bring photos of themselves to school. Put the photo, the student's name, and the occupation in which they are interested on a sheet of construction paper attach to board.)

Norma Trantham

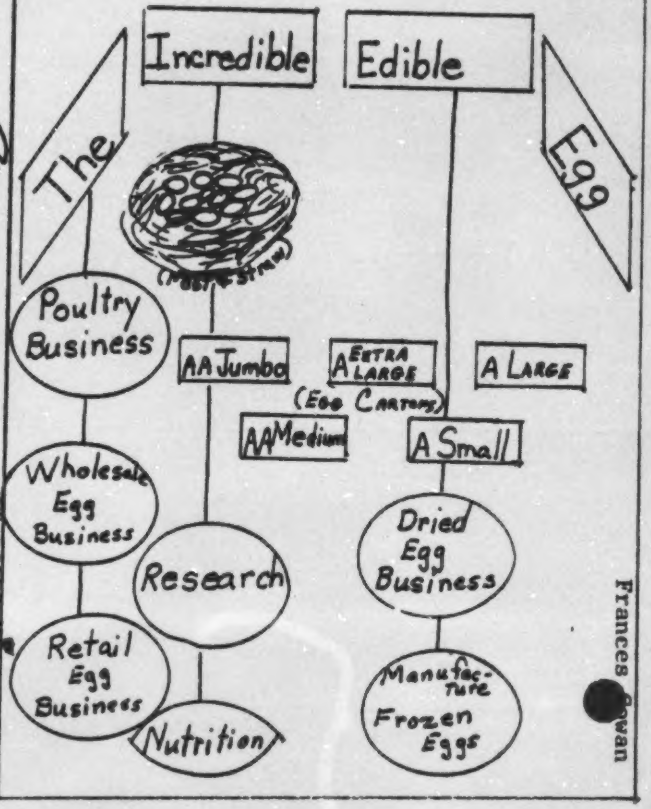

Better Home
Improved Spiritual Life
Educational Chances
Ideas
Interests
Choices
and
Determination
Initiative
Work
Greater Love
Success
Happiness

Charles L. Smith


Building
Careers
means
PROMPT
Becoming Independent
(Poster)
MOTIVATED
ALERT

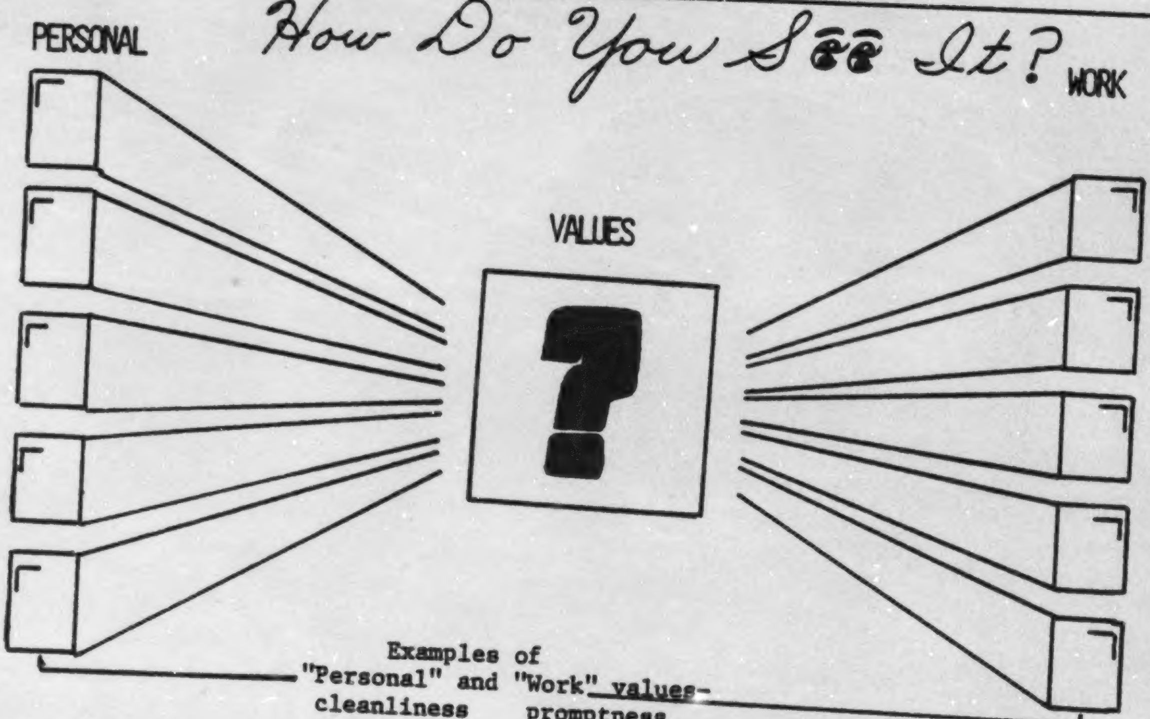
*Around this theme, each student drew a picture related to careers.

Teretha Moore

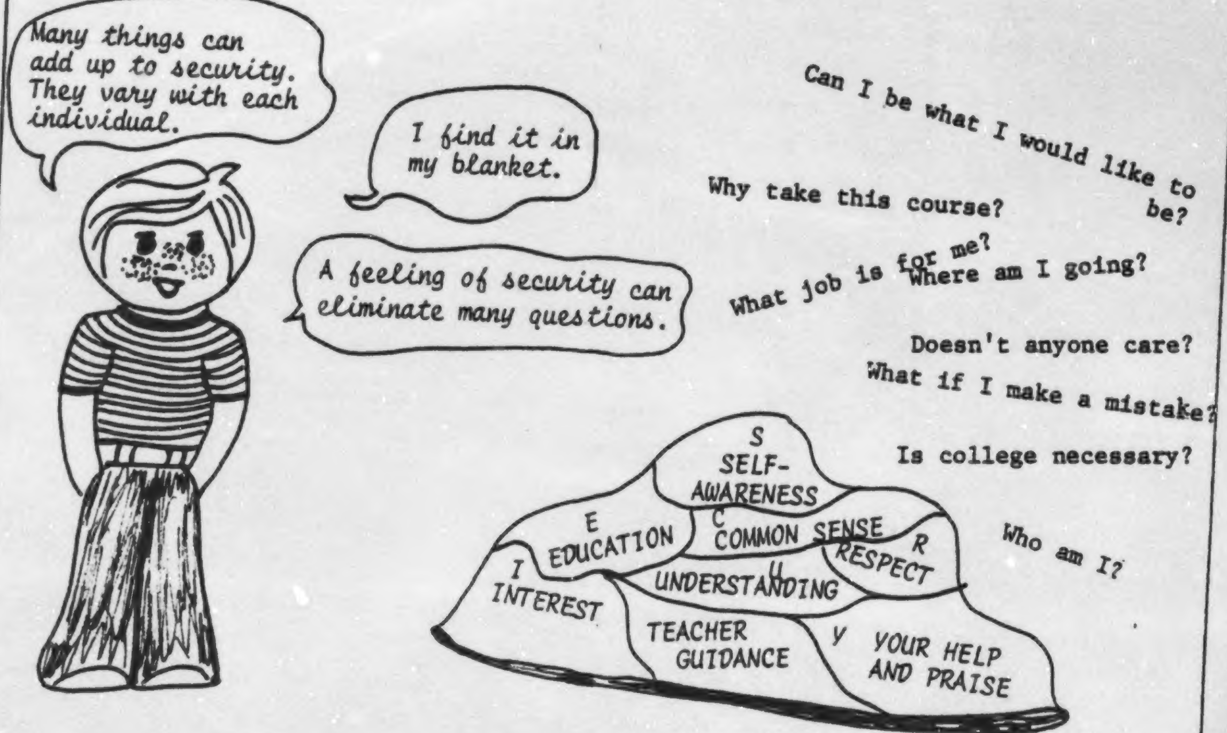

The
Incredible
Edible
Egg
(Moss & Straw)
Poultry Business
AA Jumbo
A EXTRA LARGE
A LARGE
(EGG CARTONS)
AA Medium
A Small
Wholesale Egg Business
Research
Dried Egg Business
Retail Egg Business
Nutrition
Manufacture Frozen Eggs

Frances Cowan

CAREER EDUCATION BULLETIN BOARD IDEAS


How Do You Sēē It?
PERSONAL
WORK
VALUES
?

Examples of
"Personal" and "Work" values-
cleanliness promptness
posture efficientcy


Many things can add up to security. They vary with each individual.
I find it in my blanket.
A feeling of security can eliminate many questions.
S SELF-AWARENESS
E EDUCATION
C COMMON SENSE
R RESPECT
U UNDERSTANDING
I INTEREST
TEACHER GUIDANCE
Y YOUR HELP AND PRAISE

Can I be what I would like to be?

Why take this course?

What job is for me?

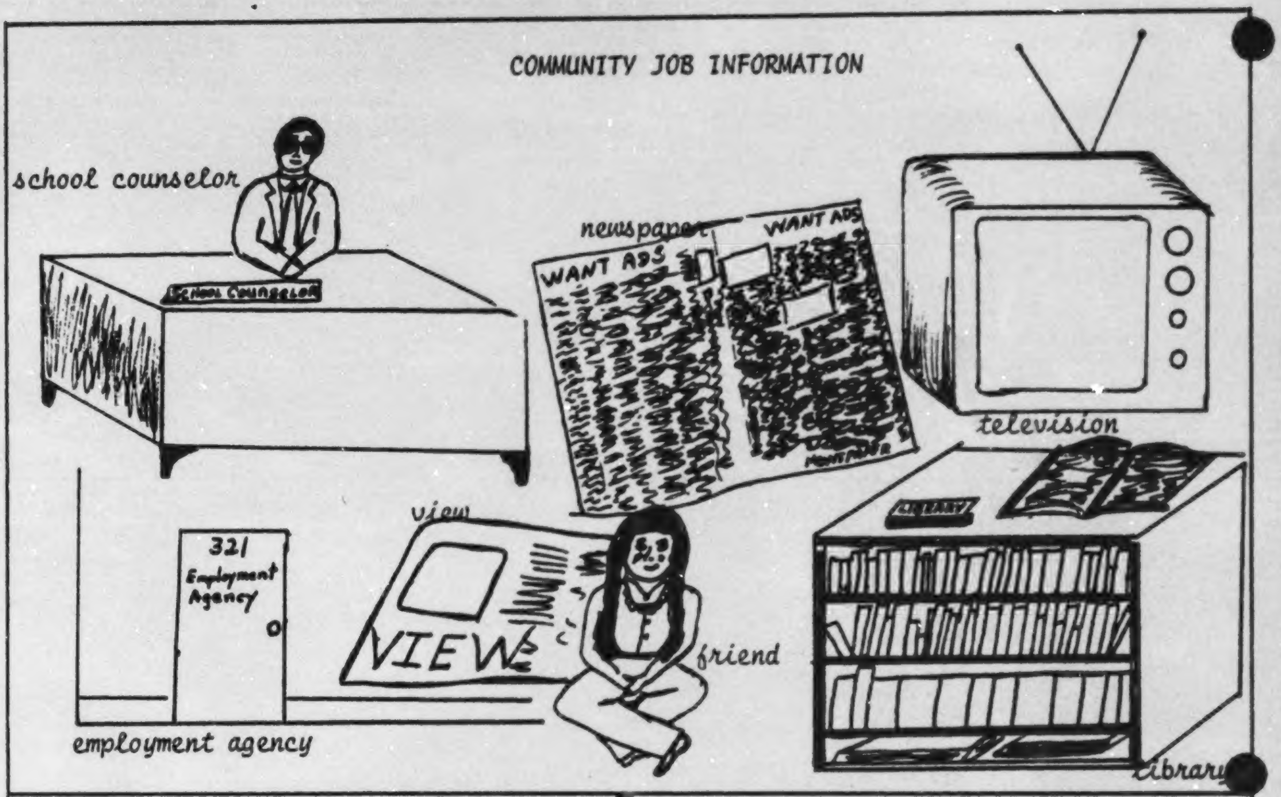
Where am I going?

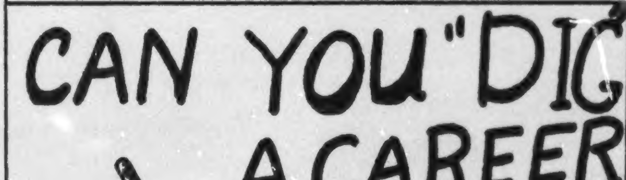
Doesn't anyone care?

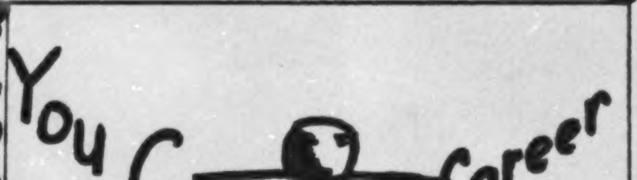
What if I make a mistake?

Is college necessary?

Who am I?

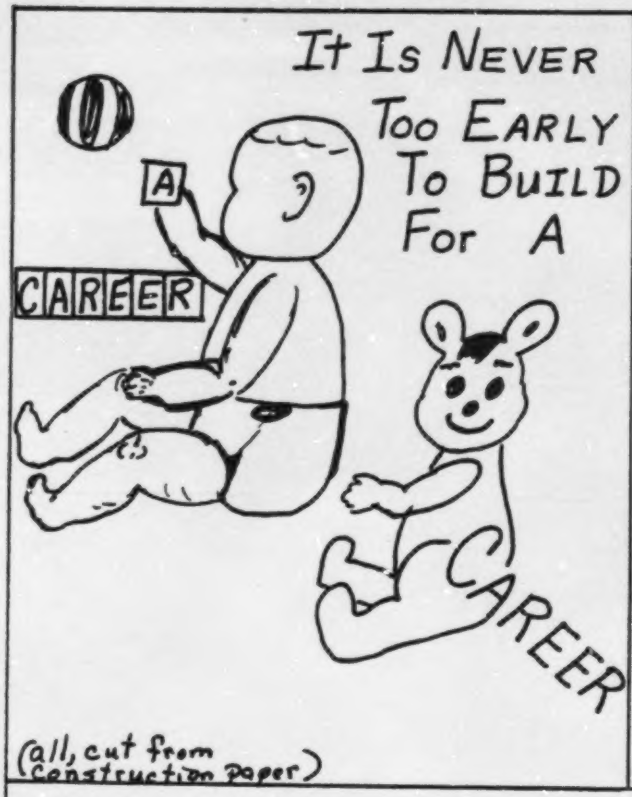

COMMUNITY JOB INFORMATION
school counselor
School Counselor
newspaper
WANT ADS
WANT ADS
television
view
VIEW
321
Employment
Agency
friend
employment agency
LIBRARY
library


CAN YOU "DIG"
A CAREER
IN
REAL
ESTATE?

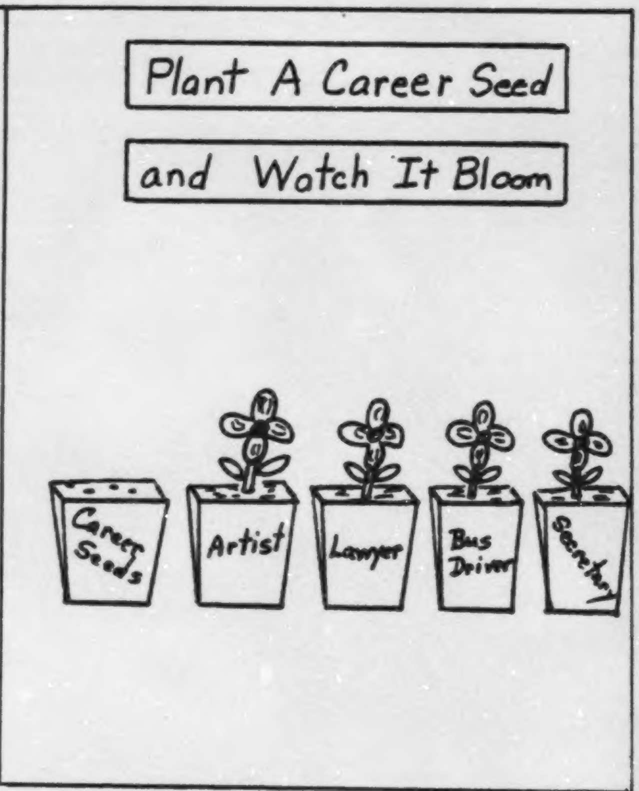

You Can't A Career
"TOP"
In

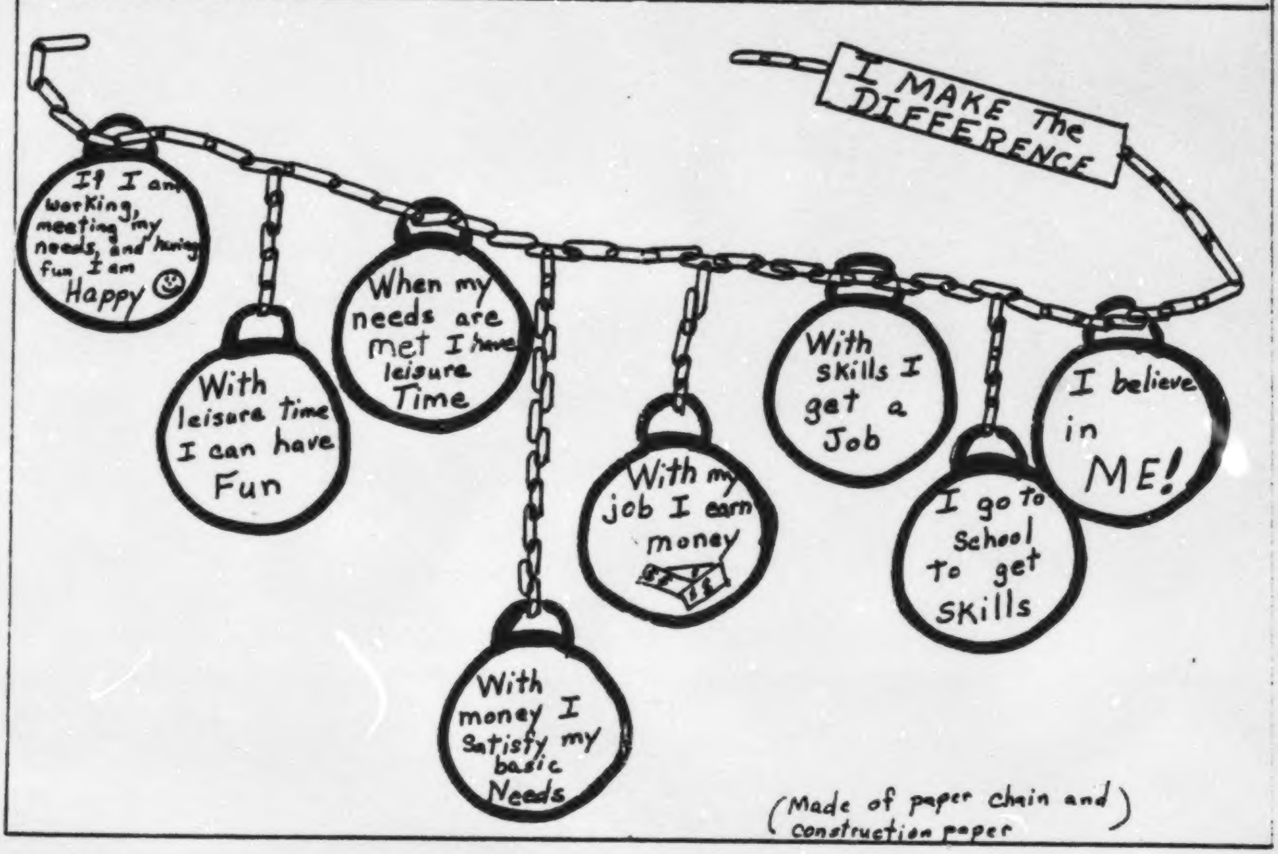
901

CAREER EDUCATION BULLETIN BOARD IDEAS

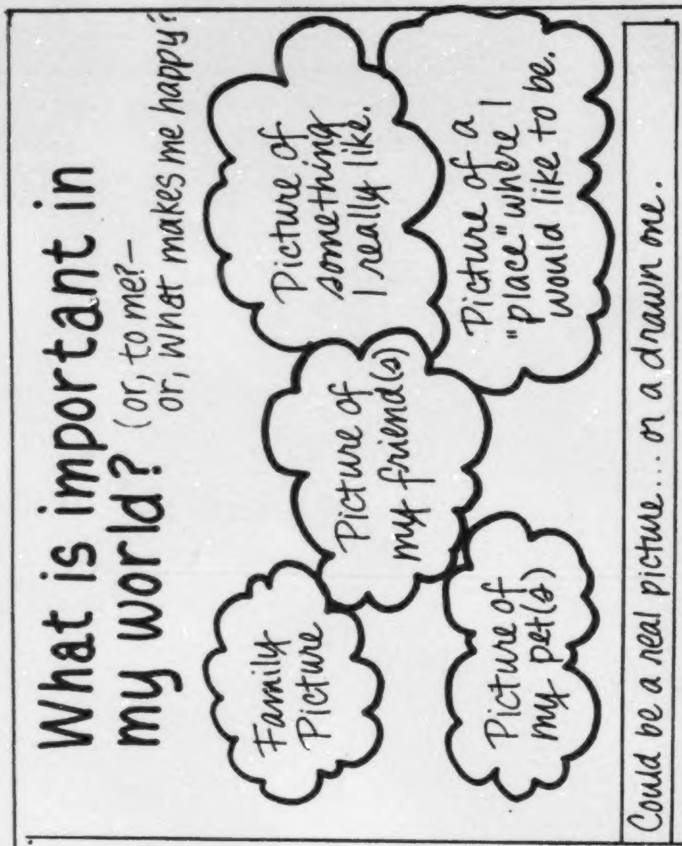

It Is Never Too Early To Build For A
A
CAREER
CAREER

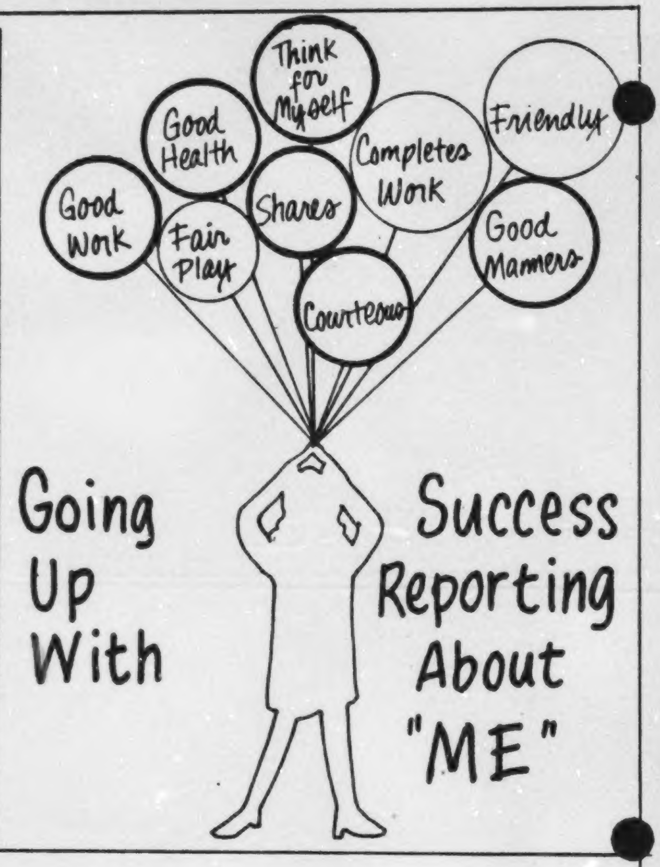
(all, cut from construction paper)

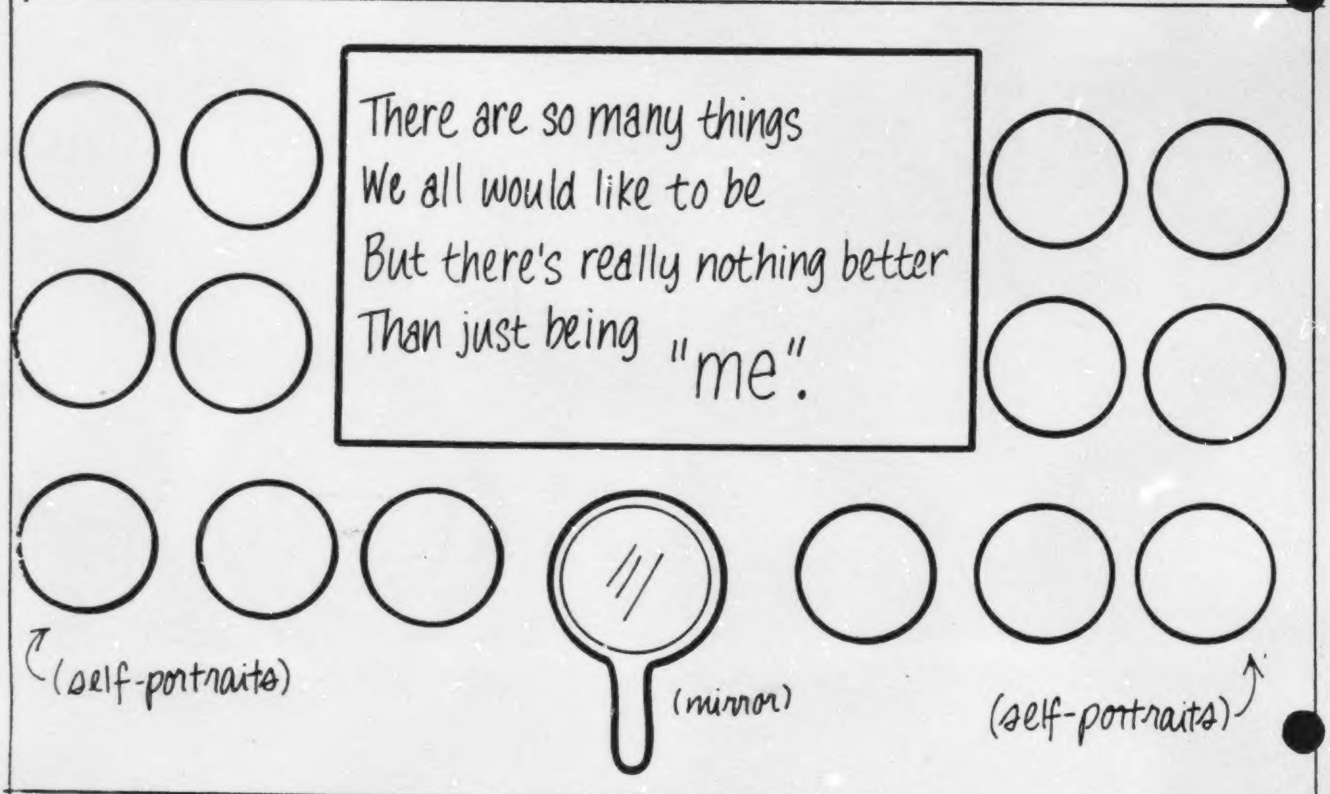

Plant A Career Seed
and Watch It Bloom
Career Seeds
Artist
Lawyer
Bus Driver
Secretary


I MAKE The DIFFERENCE
If I am working, meeting my needs, and having fun I am Happy
With leisure time I can have Fun
When my needs are met I have leisure Time
With money I Satisfy my basic Needs
With my job I earn money
With skills I get a Job
I go to School to get Skills
I believe in ME!

(Made of paper chain and construction paper)

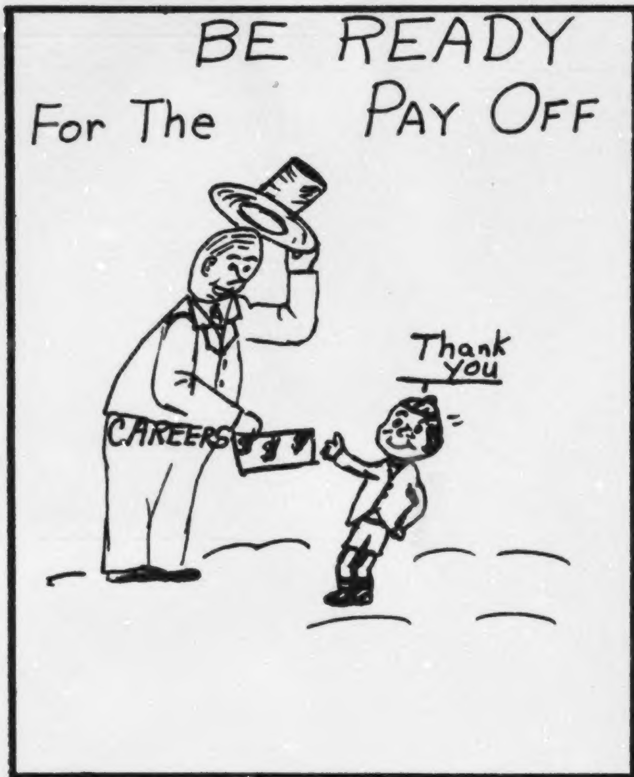

What is important in my world? (or, to me?— or, what makes me happy?)
Picture of something I really like.
Picture of a "place" where I would like to be.
Picture of my friend(s)
Family Picture
Picture of my pet(s)
Could be a real picture.... or a drawn one.

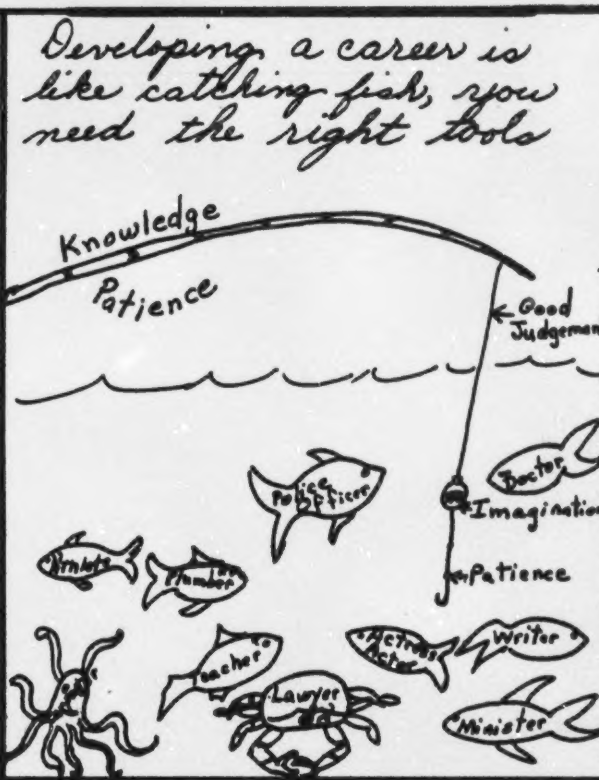

Think for Myself
Good Health
Friendly
Completes Work
Good Work
Shares
Fair Play
Good Manners
Courteous
Going Up With
Success Reporting About "ME"


There are so many things
We all would like to be
But there's really nothing better
Than just being "me".
(self-portraits)
(mirror)
(self-portraits)

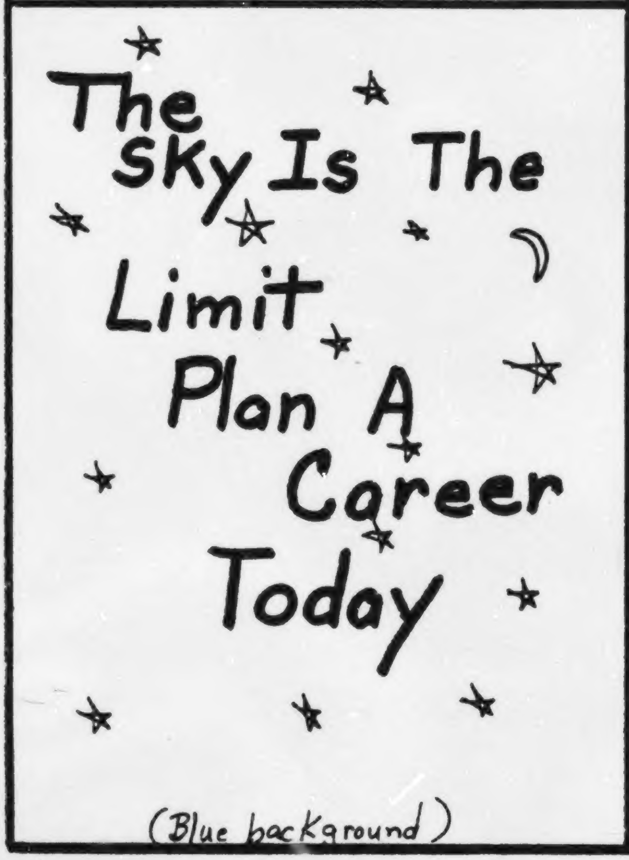
Circles are self-portraits of students. Use real mirror.

Frances Cowan

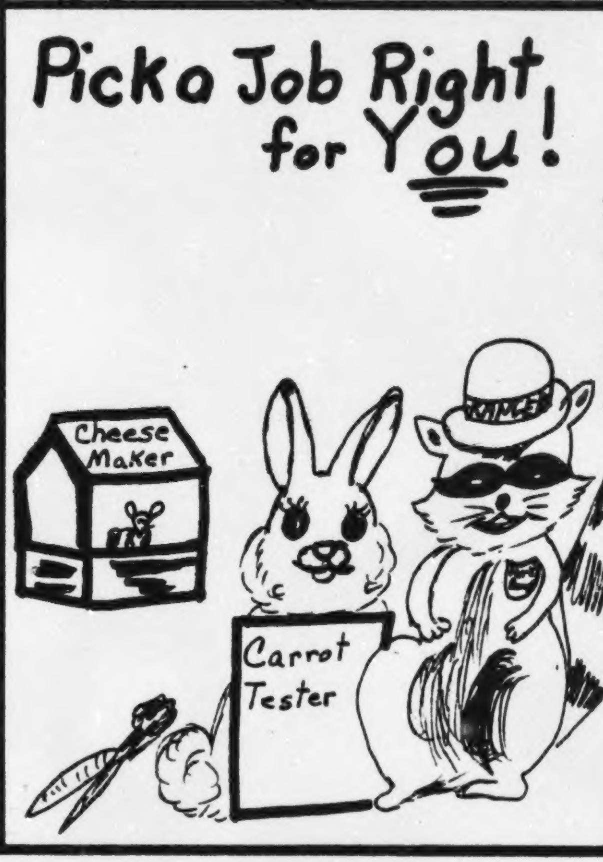

BE READY
For The PAY OFF
Thank you
CAREERS


Developing a career is like catching fish, you need the right tools
Knowledge
Patience
Good Judgement
Police officer
Doctor
Imagination
Athlete
Plumber
Patience
Teacher
Lawyer
Actress Actor
Writer
Minister

(Christine Coveney & Christine Fang)


The Sky Is The Limit
Plan A Career Today

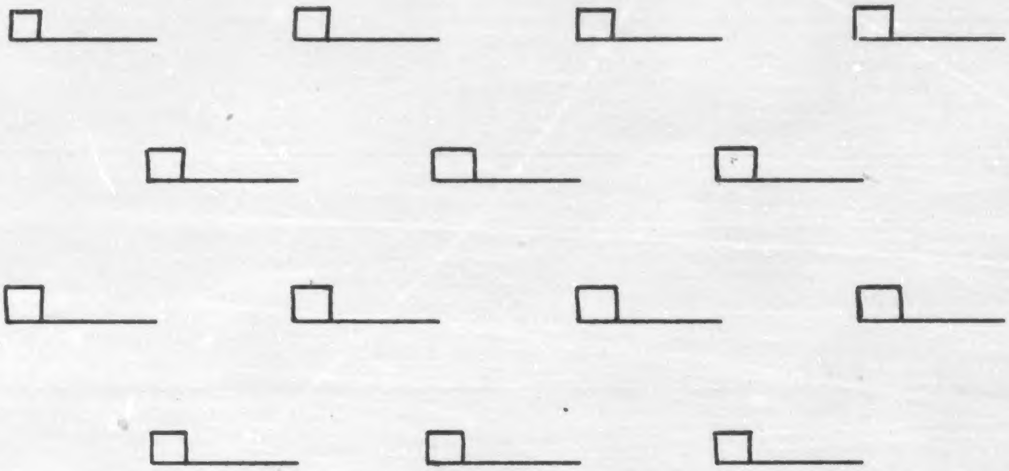
(Blue background)


Pick a Job Right for You!
Cheese Maker
Carrot Tester

(Christine Roth)

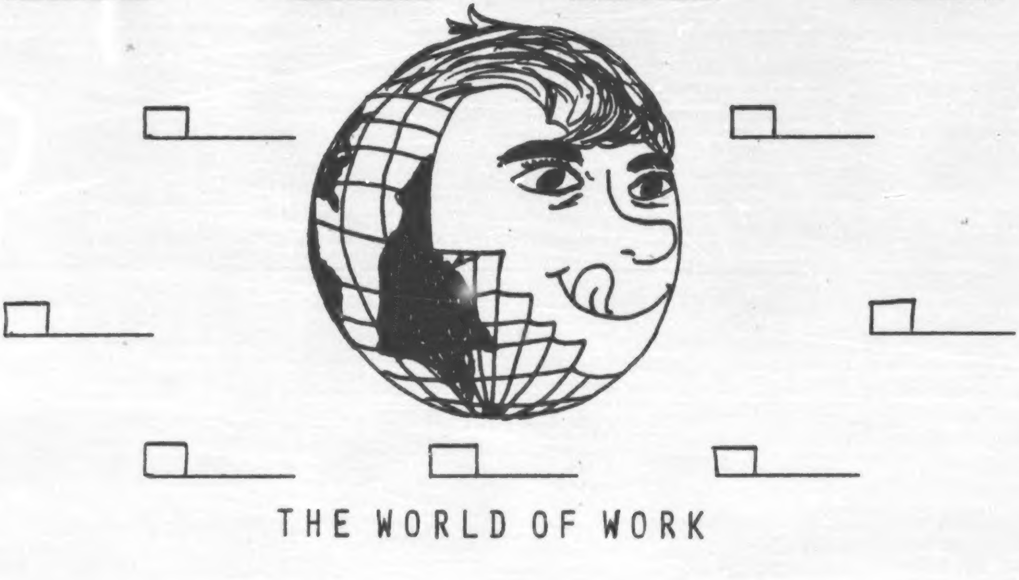
CAREER EDUCATION BULLETIN BOARD IDEAS

WHAT WOULD YOU LIKE TO DO WHEN YOU FINISH SCHOOL?

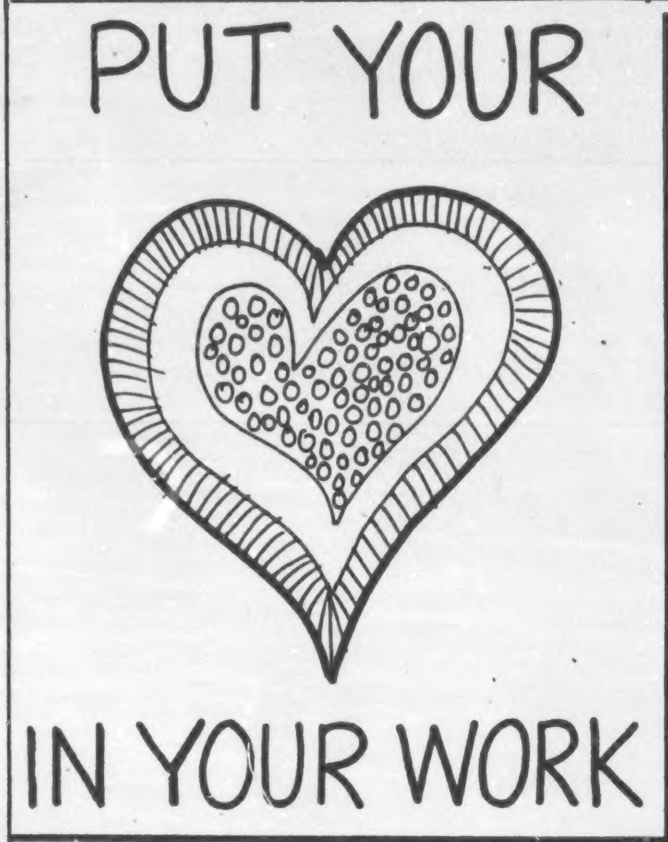


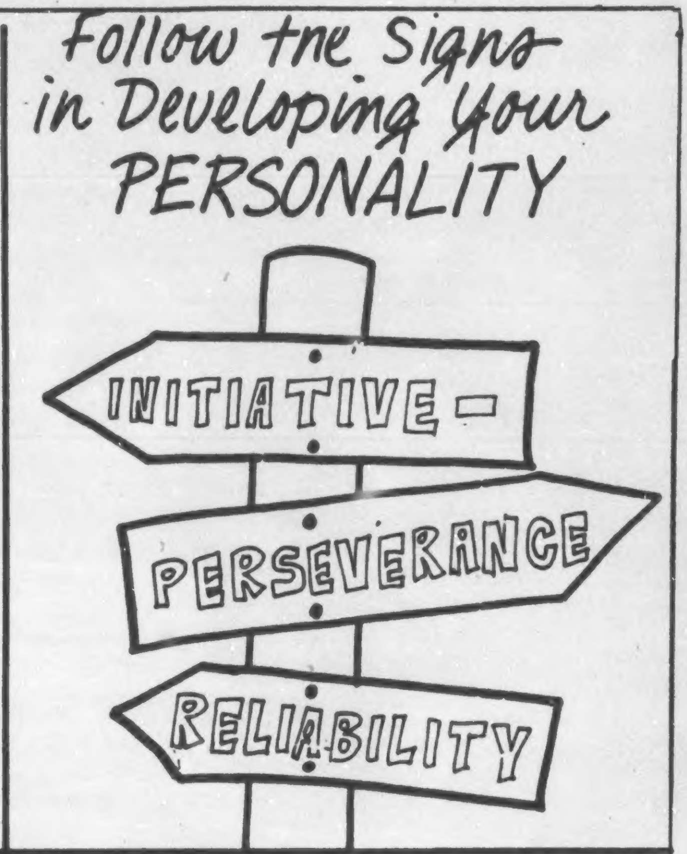
CAREER EDUCATION WILL HELP YOU DECIDE

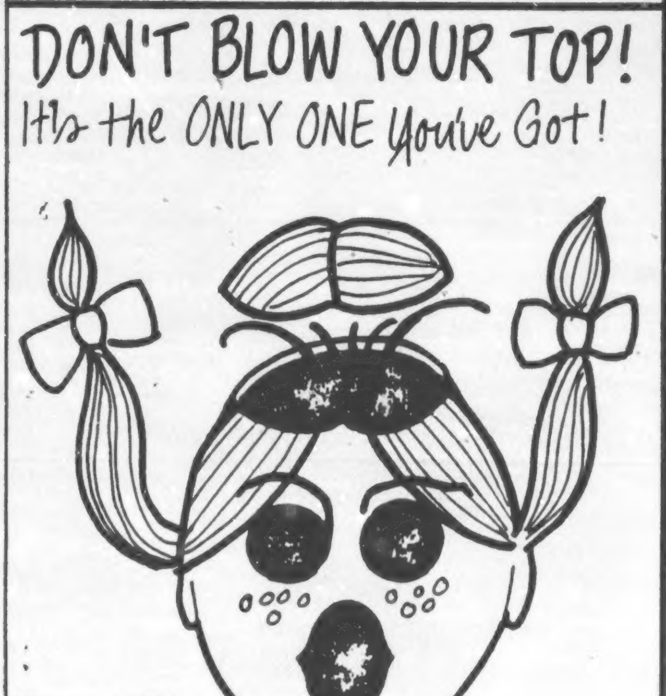
(The blocks and lines on this example indicate pictures of various working positions and the titles of the positions.)

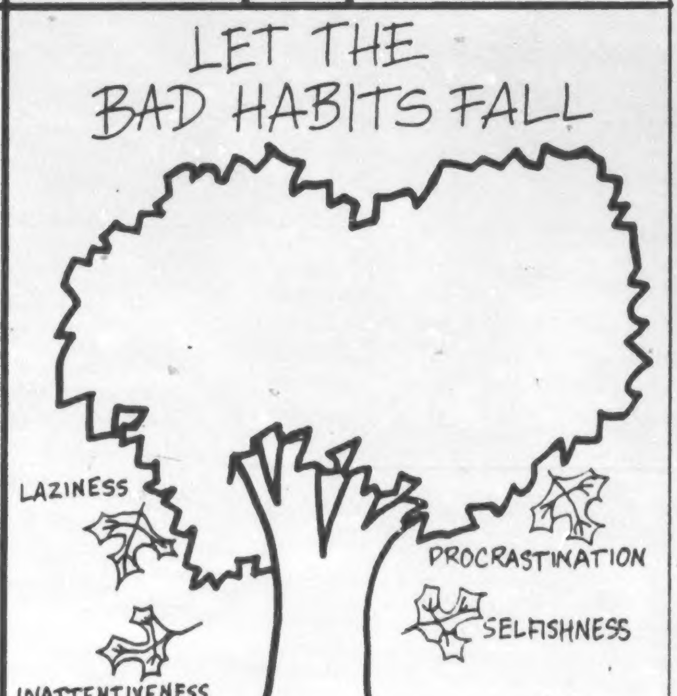


THE WORLD OF WORK


PUT YOUR
IN YOUR WORK

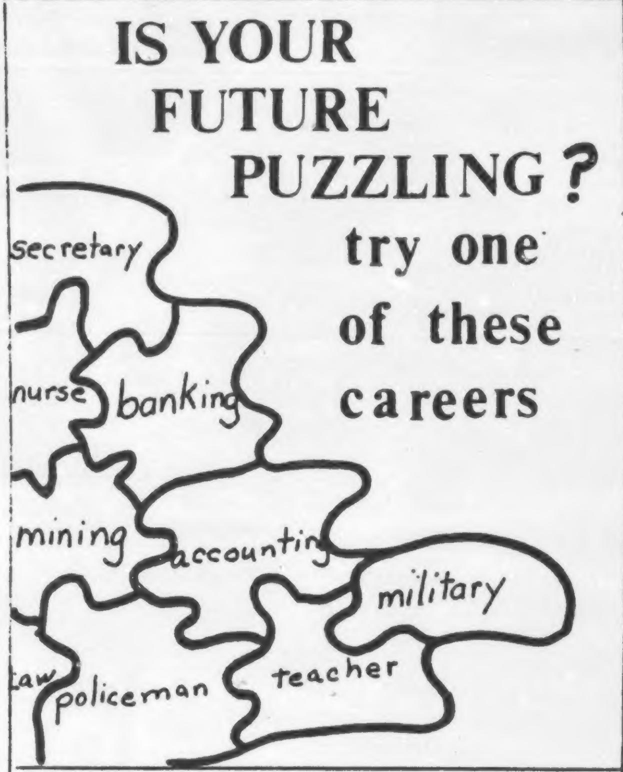

Follow the Signs in Developing Your PERSONALITY
INITIATIVE -
PERSEVERANCE
RELIABILITY

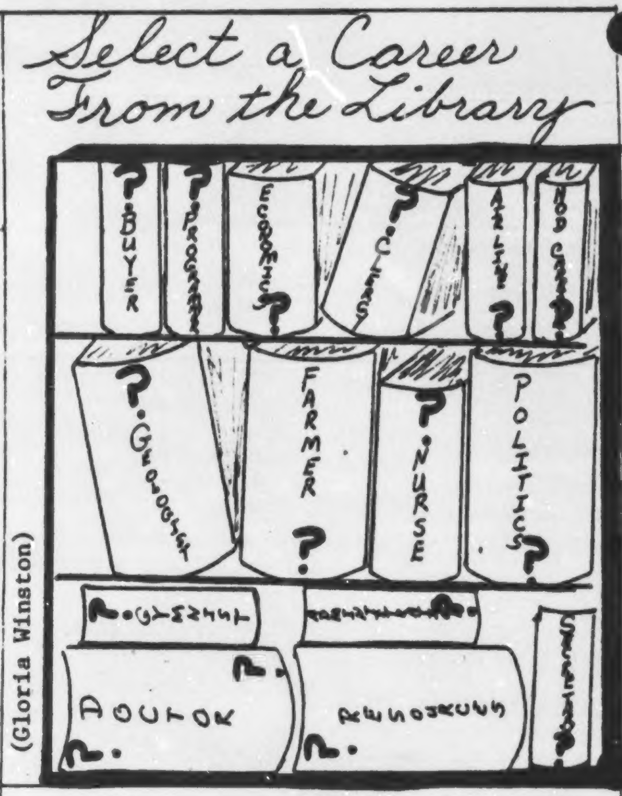

DON'T BLOW YOUR TOP!
It's the ONLY ONE You've Got!
TEMPER
Never Gets the Job Done -


LET THE BAD HABITS FALL
LAZINESS
PROCRASTINATION
SELFISHNESS
INATTENTIVENESS
ILL MANNERS
INDIFFERENCE
UNTIDINESS

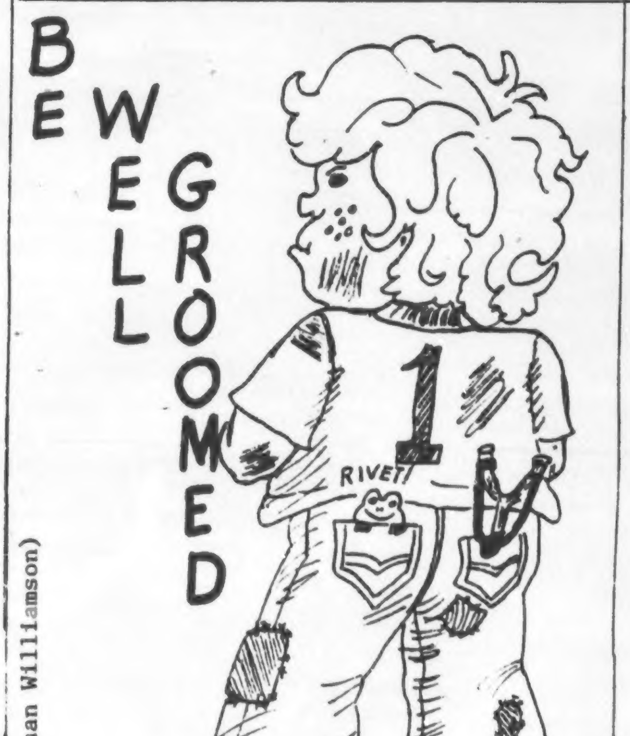
Frances Cowan

CAREER EDUCATION BULLETIN BOARD IDEAS

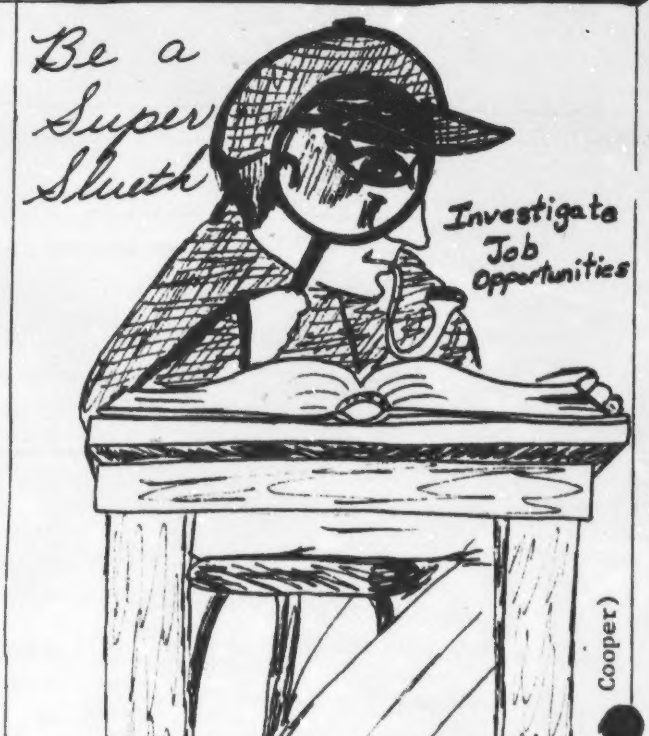

IS YOUR FUTURE PUZZLING?
try one of these careers
secretary
nurse
banking
mining
accounting
military
law
policeman
teacher


Select a Career From the Library
BUYER
PROGRAM
ECONOMICS
POLICE
AIRLINE
GEOLOGIST
FARMER
NURSE
POLITICS

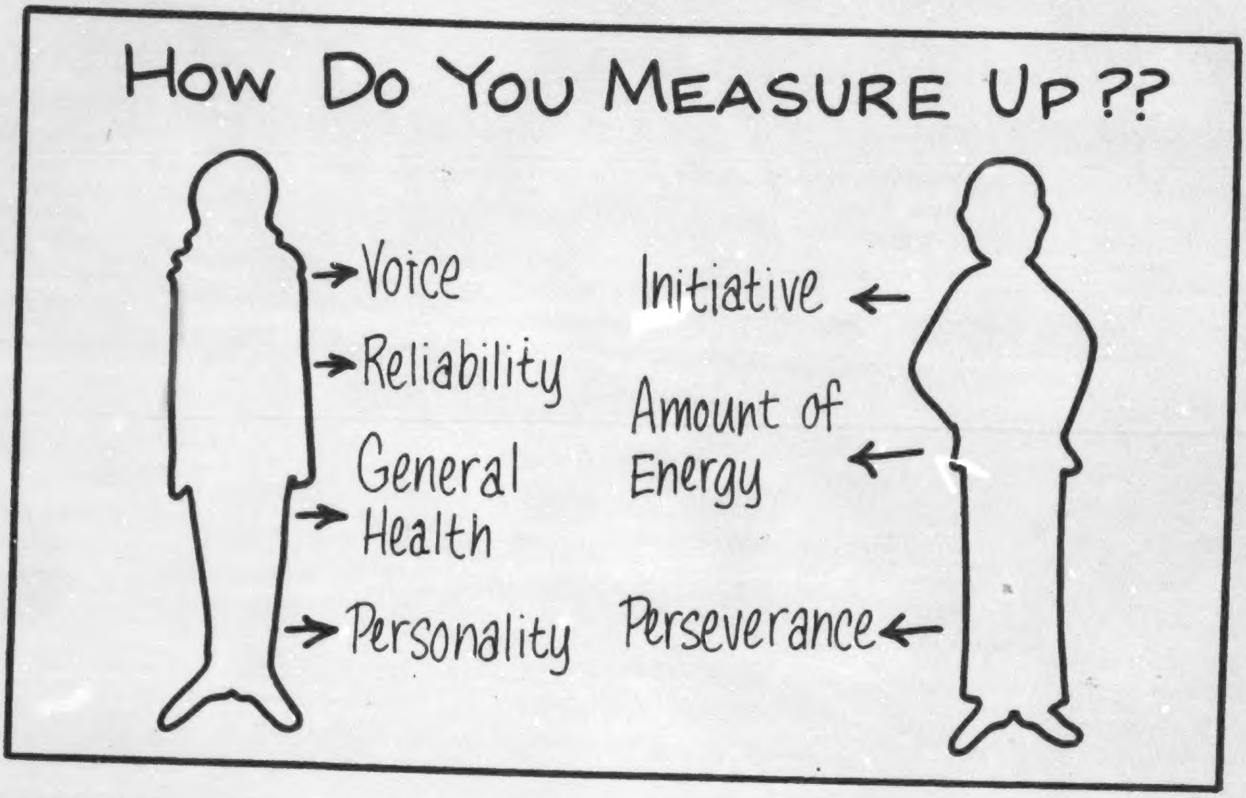
(Gloria Winston)

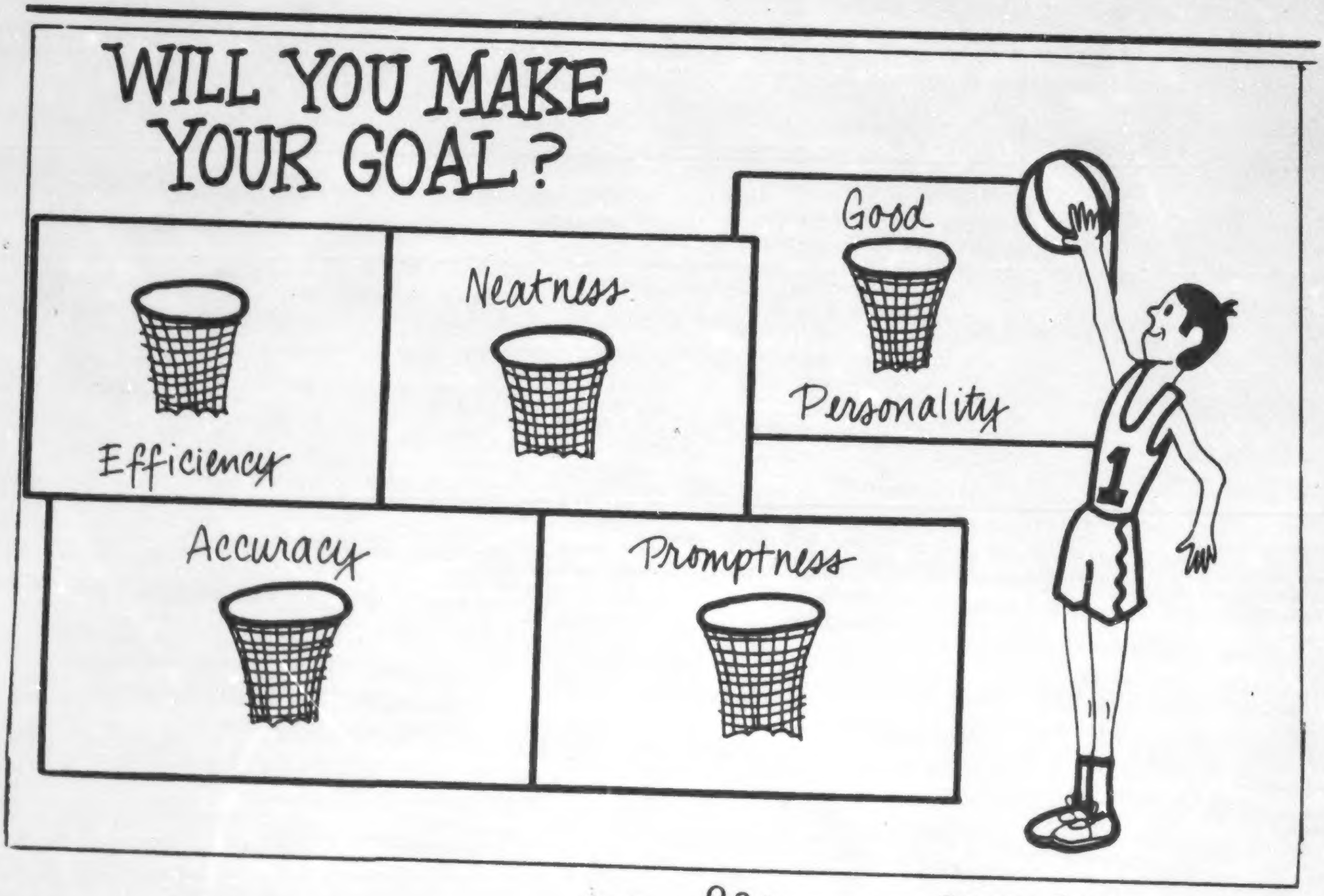

BE WELL GROOMED
1
RIVET

(Juan Williamson)


Be a Super Sleuth
Investigate Job Opportunities

(Earl Cooper)


HOW DO YOU MEASURE UP??
Voice
Reliability
General Health
Personality
Initiative
Amount of Energy
Perseverance


WILL YOU MAKE YOUR GOAL?
Efficiency
Neatness
Good Personality
Accuracy
Promptness
1

Frances Cowan

CAREER EDUCATION BULLETIN BOARD IDEAS

EMPLOYMENT

You & The Interview

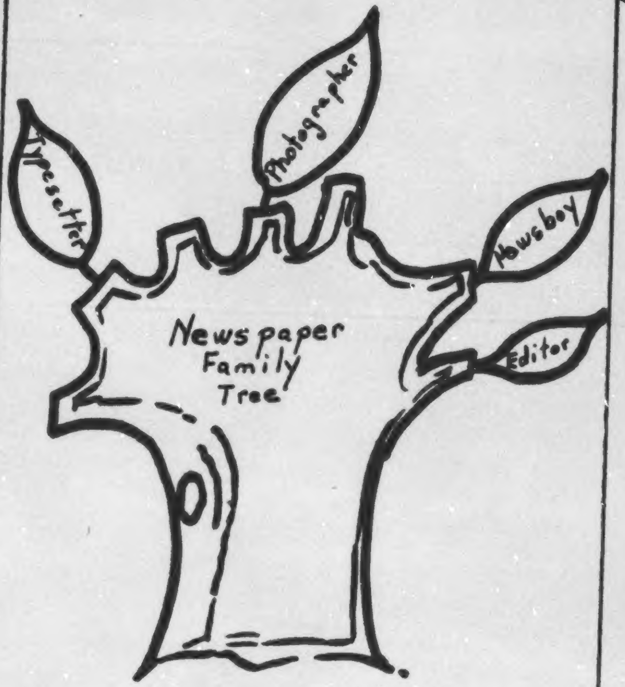
what to do

LOOK SHARP!

DRESS WELL!

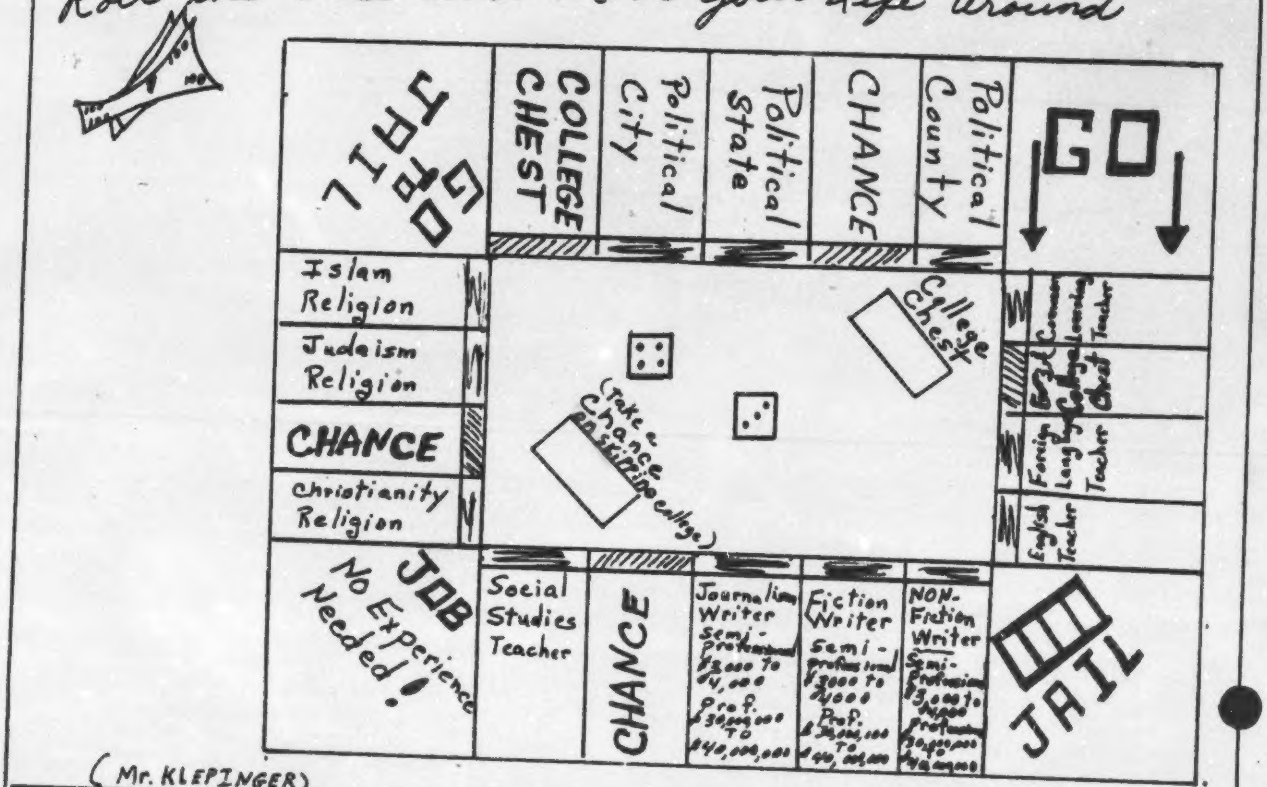
HAVE ALL YOUR PAPERS READY:

BIRTH CERTIFICATE
WORKING PAPERS
APPLICATION
SOCIAL SECURITY CARD

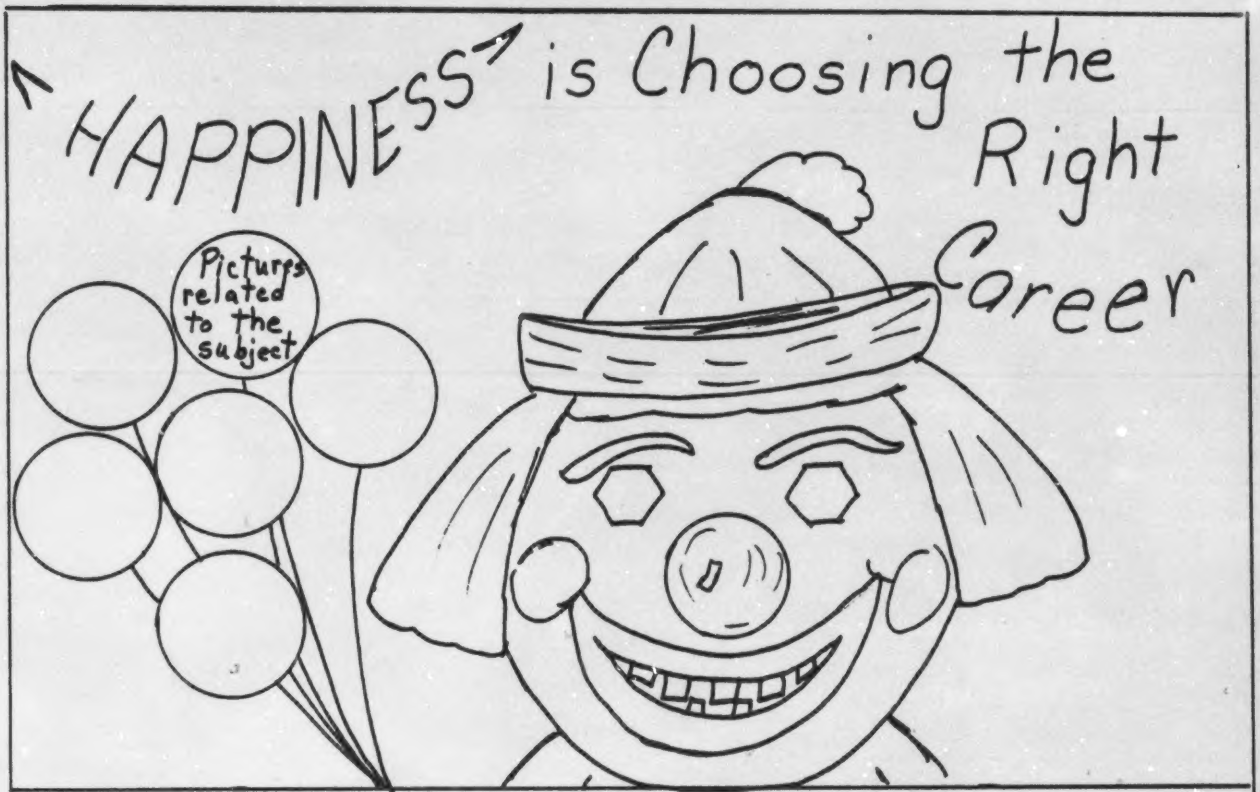

Typesetter
Photographer
Newsboy
Editor
Newspaper Family Tree

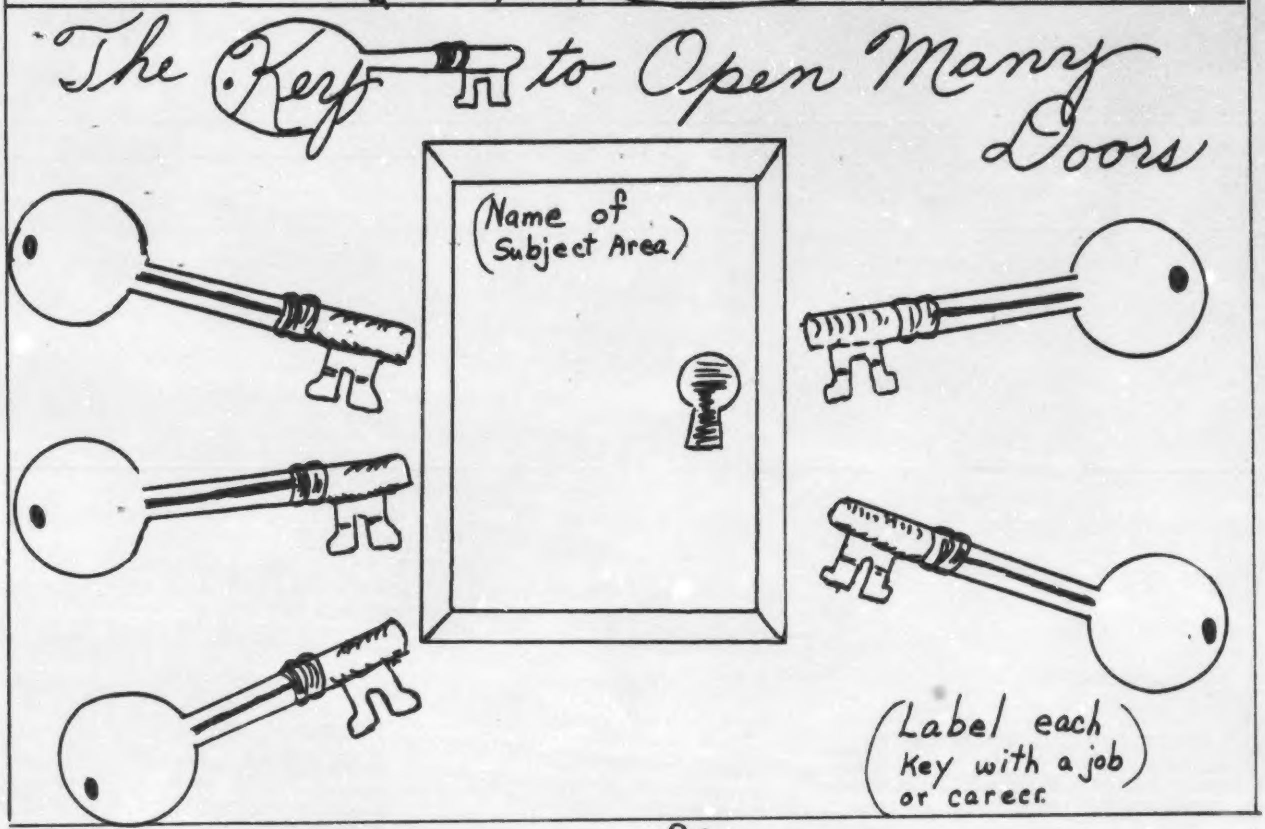
(Frances Cowan)

Roll the Dice and Move Your Life Around

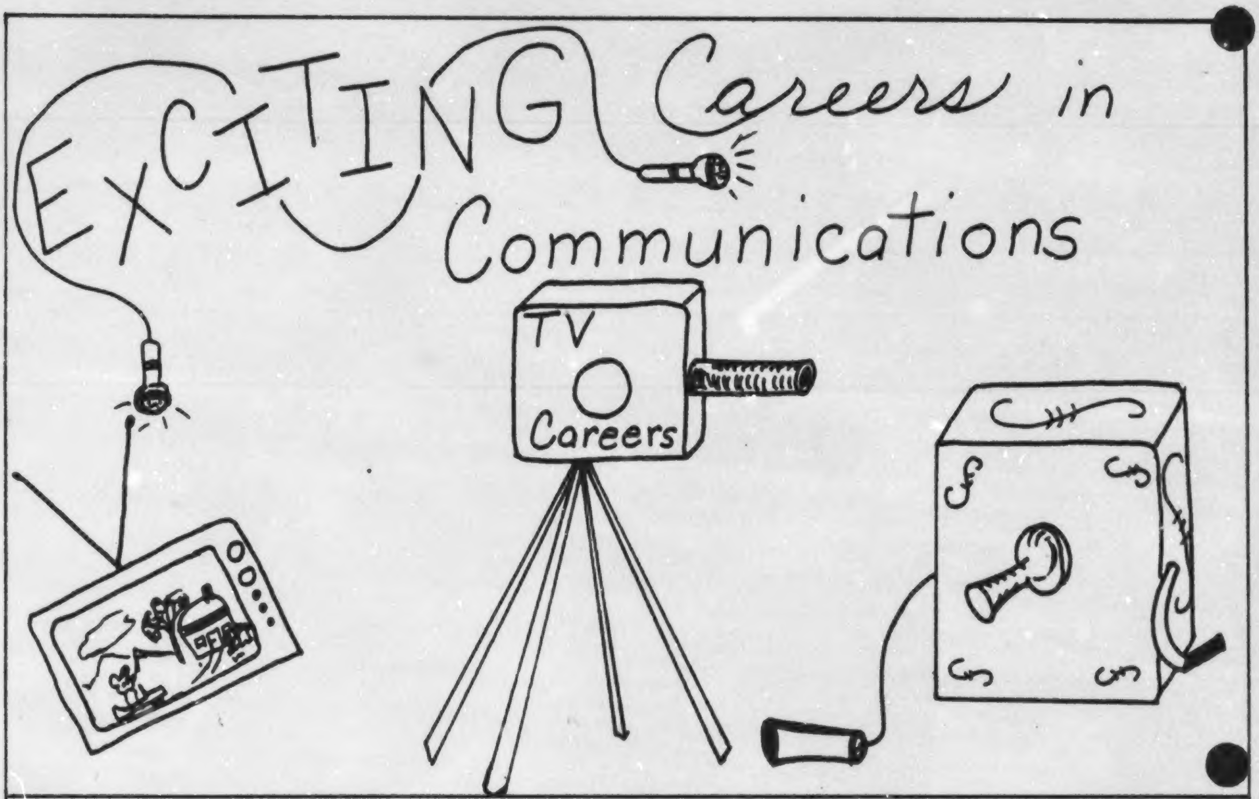

GO
Political County
CHANCE
Political State
Political City
COLLEGE CHEST
GO TO JAIL
Islam Religion
Judaism Religion
CHANCE
Christianity Religion
JOB No Experience Needed!
Social Studies Teacher
CHANCE
Journalism Writer Semi-professional $3,000 to $4,000 Prof. $30,000,000 TO $40,000,000
Fiction Writer Semi-professional $3000 to $4000 Prof. $30,000,000 To $40,000,000
NON-Fiction Writer Semi-Professional $3,000 to $4,000 Professional $30,000,000 To $40,000,000
JAIL
English Teacher
Foreign Language Teacher
English College Chest
Commercial Teacher
College Chest
(Take a Chance on skipping college)

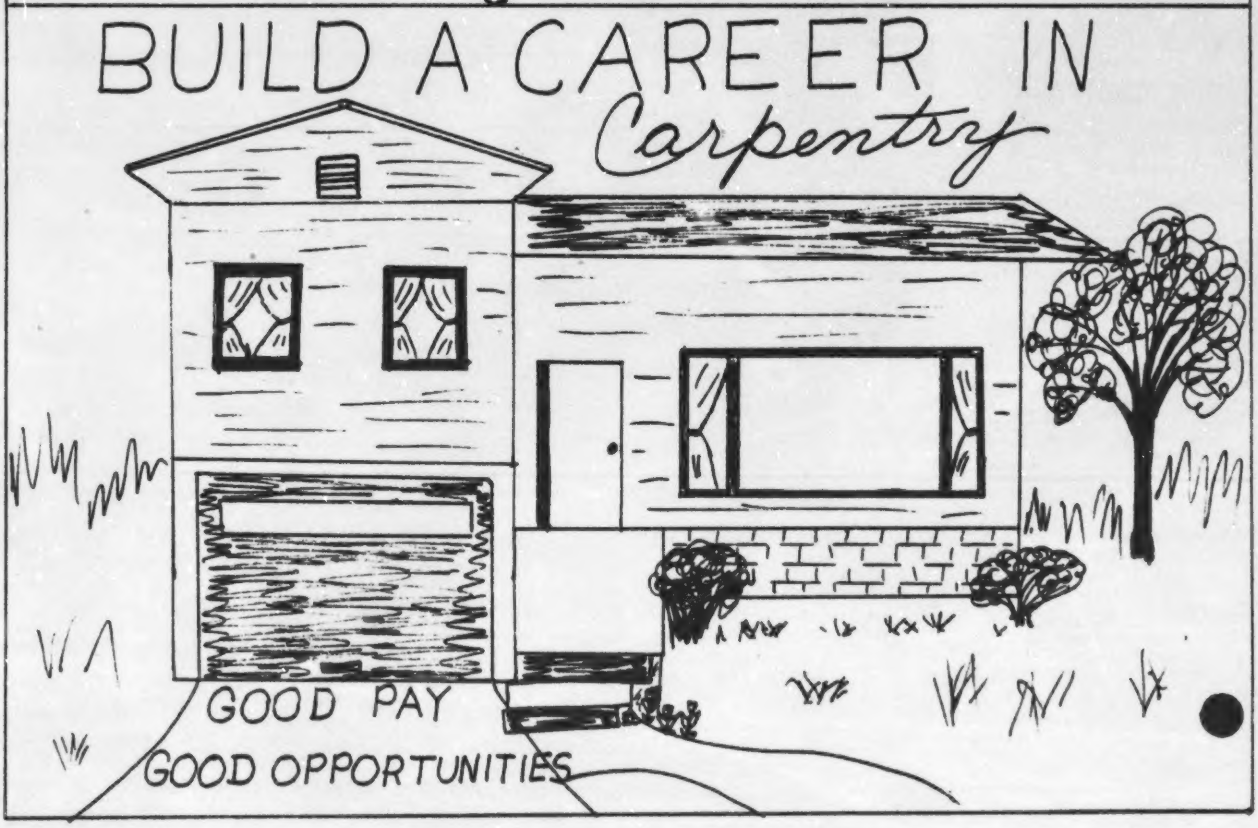
(Mr. KLEPINGER)


"HAPPINESS" is Choosing the Right Career
Pictures related to the subject

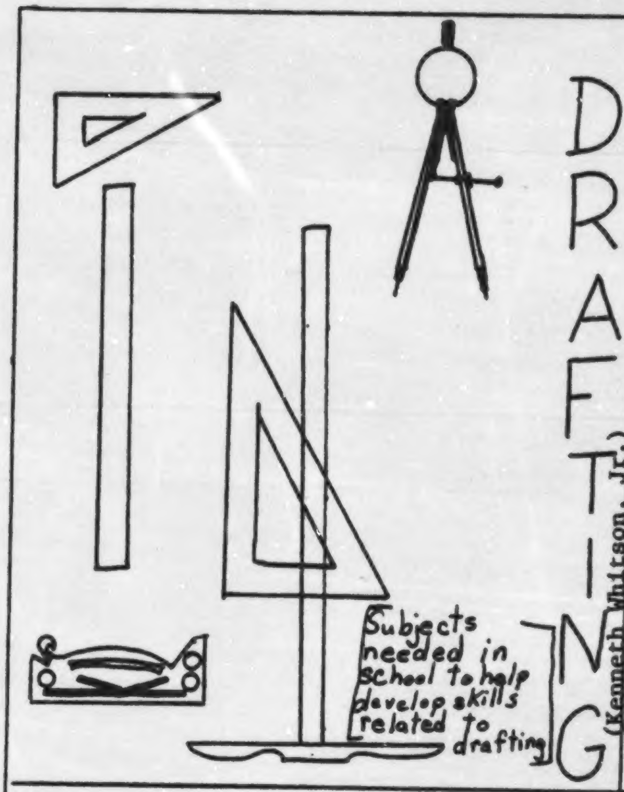

The Key to Open Many Doors
(Name of Subject Area)
(Label each key with a job or career.)

CAREER EDUCATION BULLETIN BOARD IDEAS

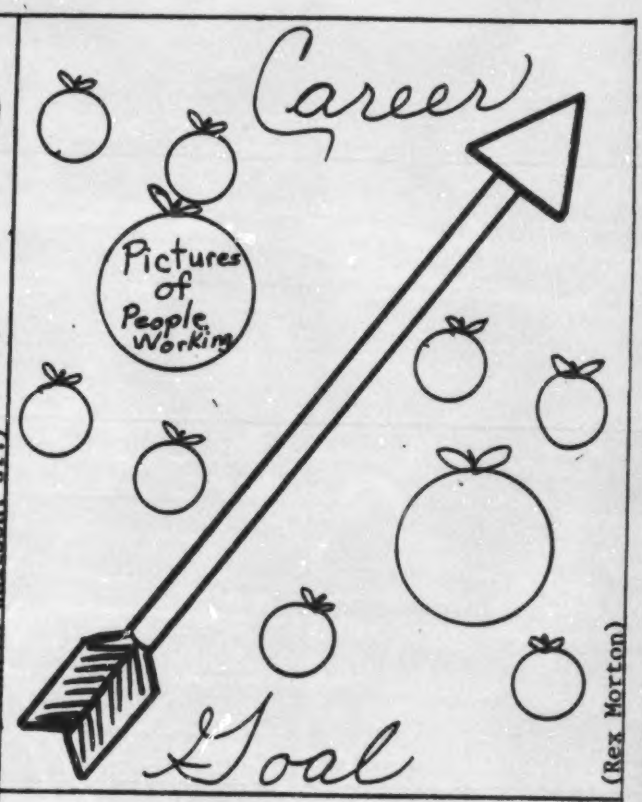

EXCITING Careers in Communications
TV
Careers


BUILD A CAREER IN Carpentry
GOOD PAY
GOOD OPPORTUNITIES

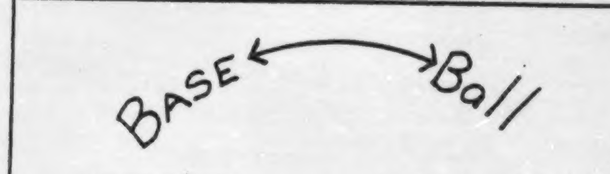
CAREER EDUCATION BULLETIN BOARD IDEAS


DRAFTING
Subjects needed in school to help develop skills related to drafting

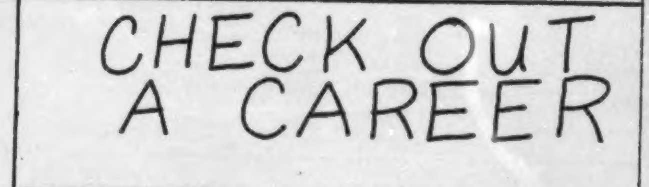
(Kenneth Whitson, Jr.)


Career
Pictures of People Working
Goal

(Rex Morton)

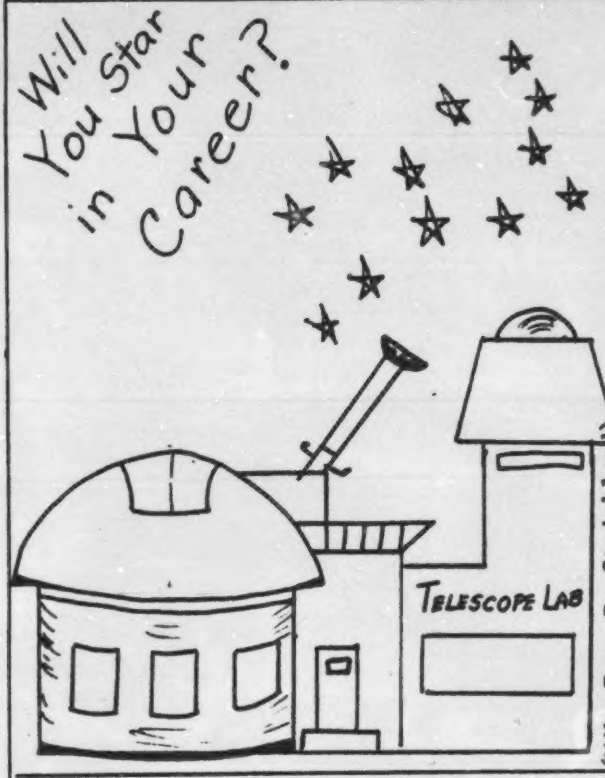

BASE
Ball
A college of baseball players

(Darren Stewart)

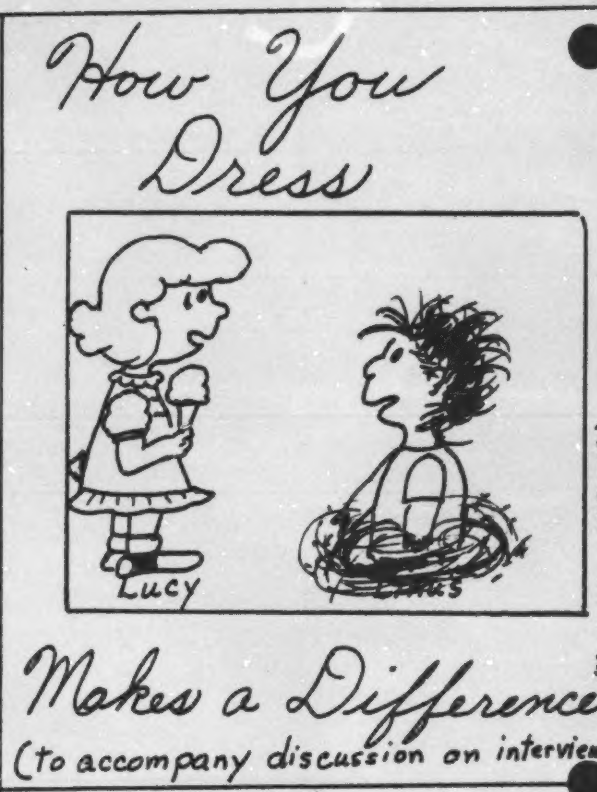

CHECK OUT A CAREER
AGRICULTURE
BUSINESS
SKILLS
Self-Sufficiency
CONSTRUCTION
DENTIST
TEACHING
COUNSELING
Meteorology
SECRETARY
ACCOUNTING
EARTH SCIENCE
REAL ESTATE
AIRCRAFT
Personality
Cut-out book size strips & write on them

(M. Thorp)

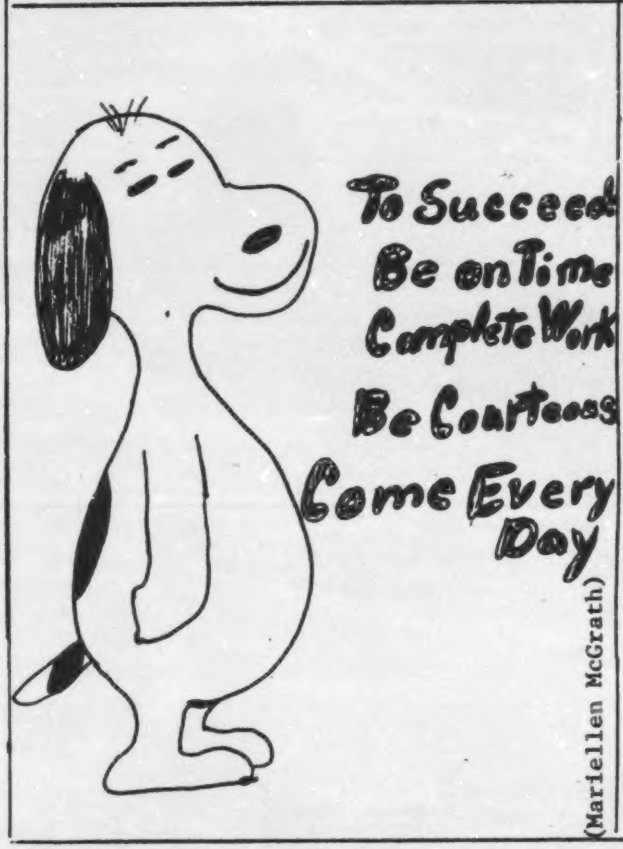
CAREER EDUCATION BULLETIN BOARD IDEAS


Will
You Star
in Your
Career?
TELESCOPE LAB

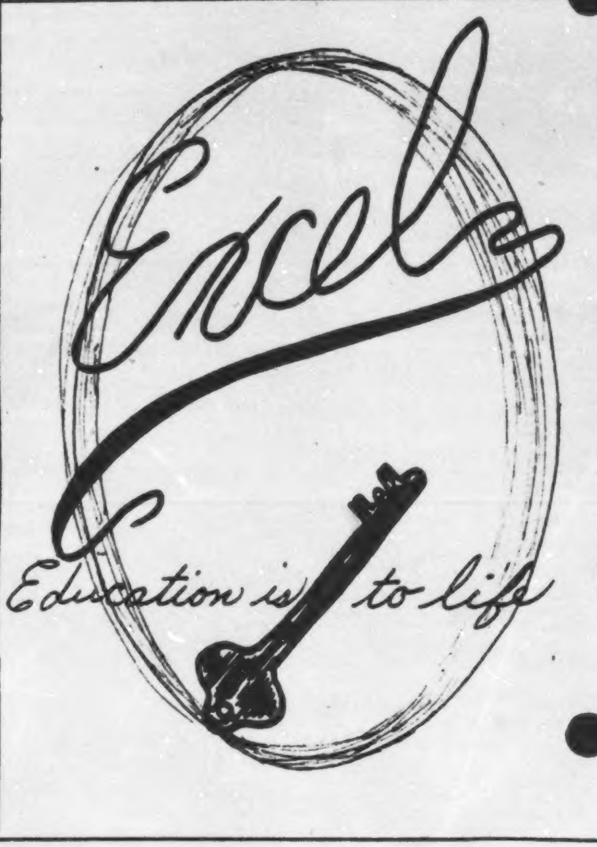
(Mike Pena-D. Strickland)


How You
Dress
Lucy
Linus
Makes a Difference
(to accompany discussion on interviews)

(Mariellen McGrath)

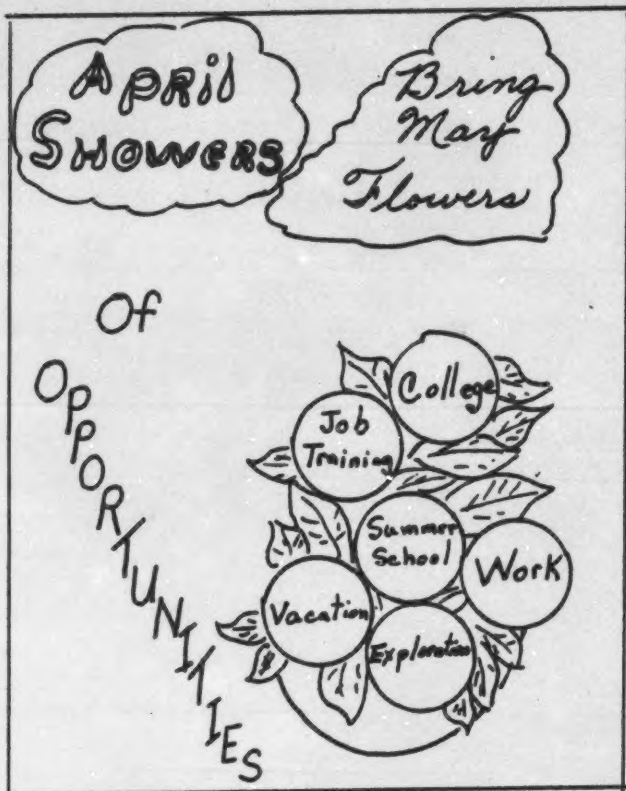

To Succeed:
Be on Time
Complete Work
Be Courteous
Come Every
Day

(Mariellen McGrath)

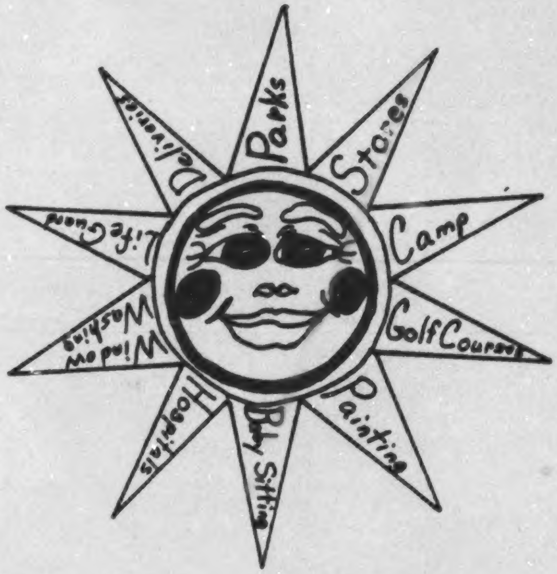

Excel
Education is
to life

(H. R. Cox)

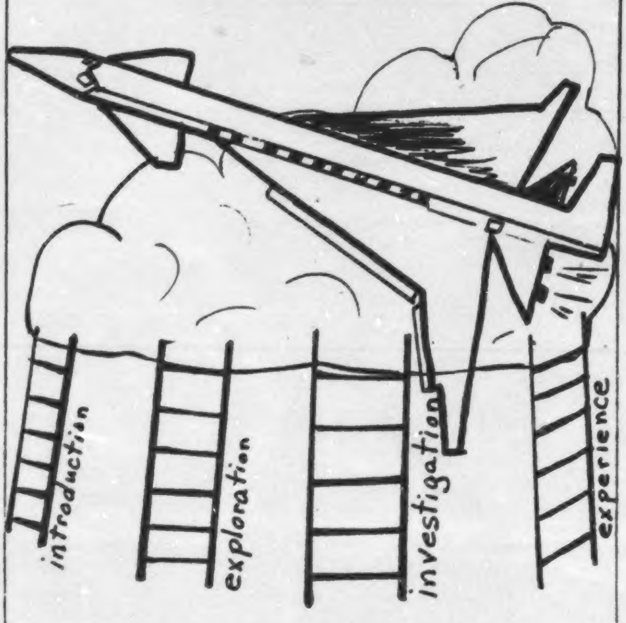
CAREER EDUCATION BULLETIN BOARD IDEAS


April Showers
Bring May Flowers
Of
Opportunities
College
Job Training
Summer School
Work
Vacation
Exploration

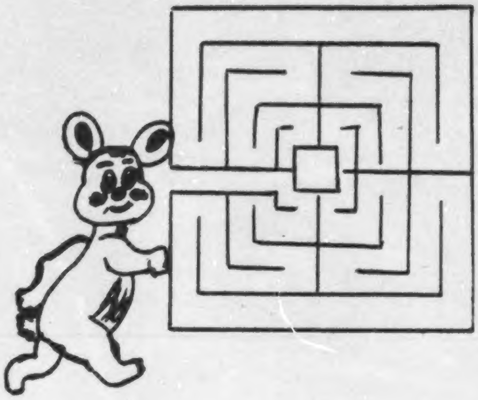
SUMMER
JOB OPPORTUNITIES


Parks
Stores
Camp
Golf Course
Painting
Baby Sitting
Hospitals
Window Washing
Life Guard
Deliveries

CLIMB TO A PAYOFF
-VIA CAREER EDUCATION


introduction
exploration
investigation
experience

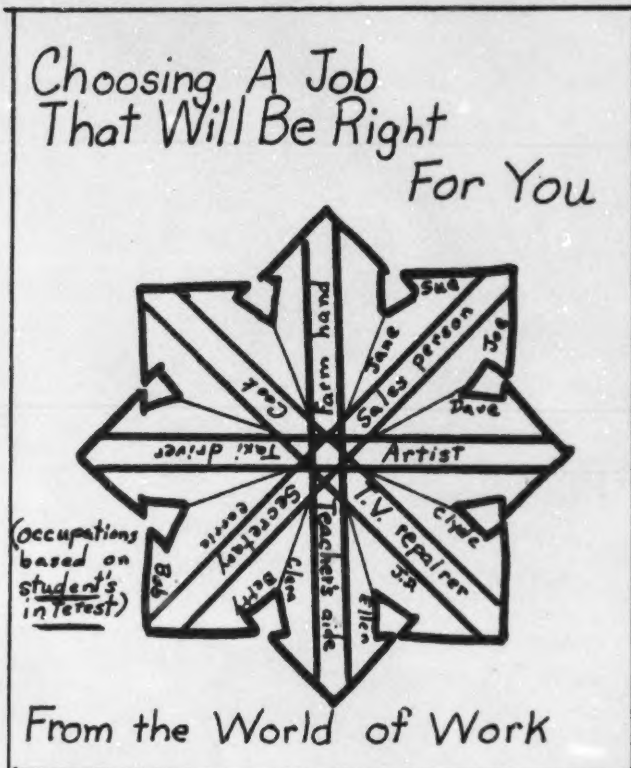
AFTER YOU HAVE SET A GOAL FOR YOUR FUTURE

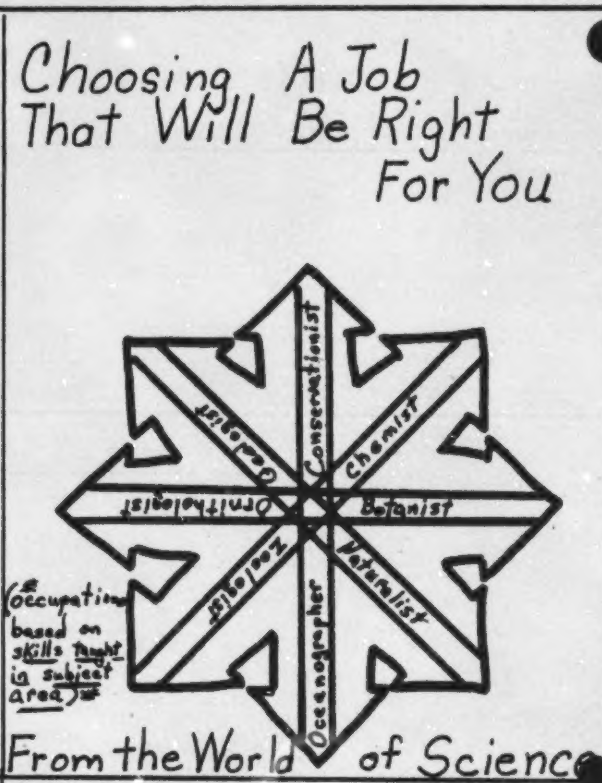


WILL YOU KNOW HOW TO REACH IT?

CAREER EDUCATION BULLETIN BOARD IDEA

Alma Ruth King


Choosing A Job That Will Be Right For You
Farm hand
Sue
Jane
Sales person
Joe
Dave
Artist
Clyde
T.V. repairer
J.B.
Ellen
Teacher's aide
Glen
Betty
Secretary
Carrie
Bob
Taxi driver
Cook
(occupations based on student's interest)
From the World of Work


Choosing A Job That Will Be Right For You
Conservationist
Chemist
Botanist
Naturalist
Oceanographer
Zoologist
Biologist
Ornithologist
Geologist
(occupations based on skills taught in subject area)
From the World of Science

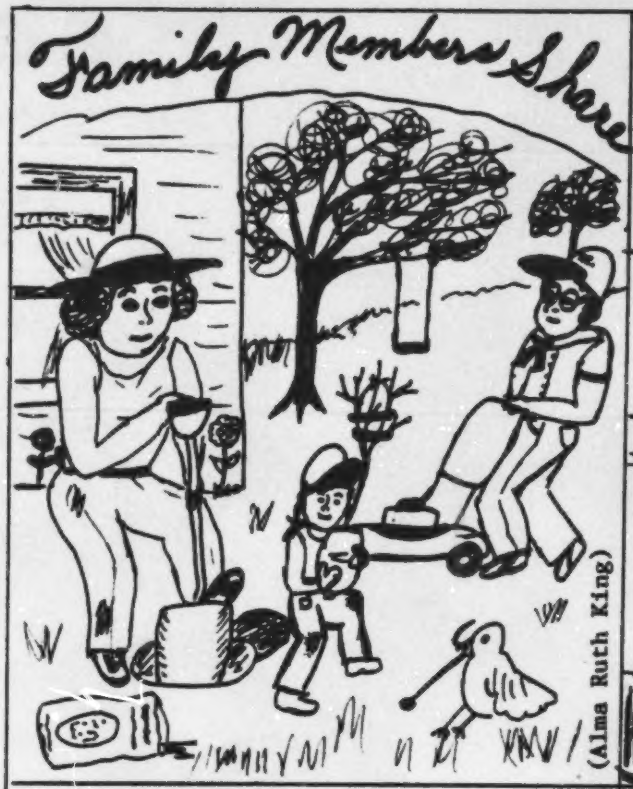
(Activity for using the above bulletin board idea)

1. Each student will decide on a job in which he/she has a particular interest.
2. Students with related job interest may be grouped.
3. In an arrow on the bulletin board the student or group will insert the job title and their (his/her) name.
4. Each student will then list reasons as to why he/she picked that particular job.
5. The students(individually or grouped according to area of interest) will research the job chosen.
6. Evaluation: Each individual or group will make a poster depicting the particular field chosen for investigation.

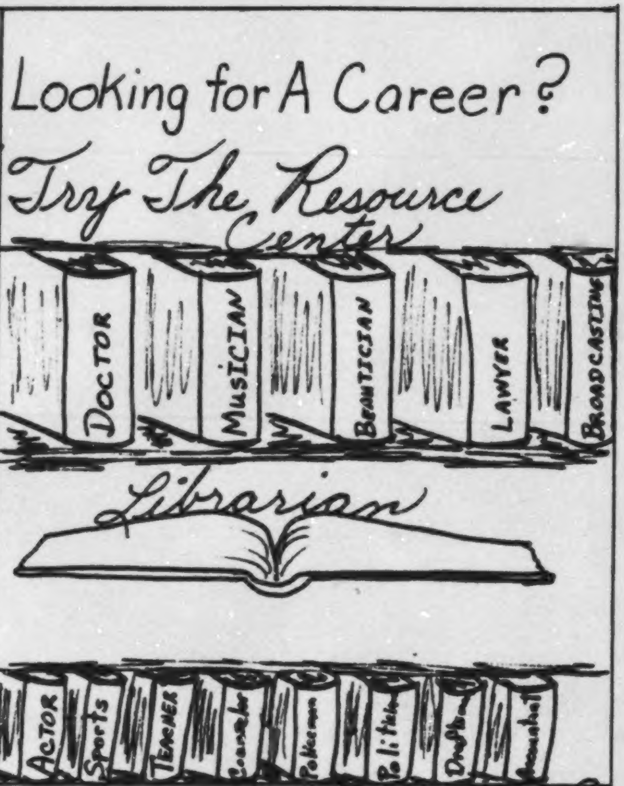
(Activity for using the above bulletin board idea)

1. Each student will choose a field from the eight(8) in the bulletin board display.
2. Each student will then list reasons as to why he/she picked that particular job.
3. The students (individually or grouped according to area of interest) will research the job chosen.
4. Evaluation: Each individual or group will make a poster depicting the particular field chosen for investigation.

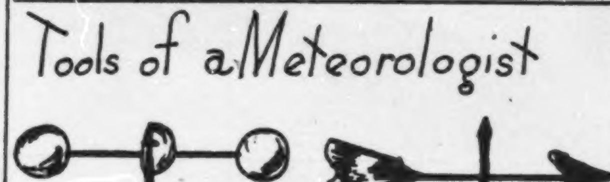
CAREER EDUCATION BULLETIN BOARD IDEAS


Family Members Share

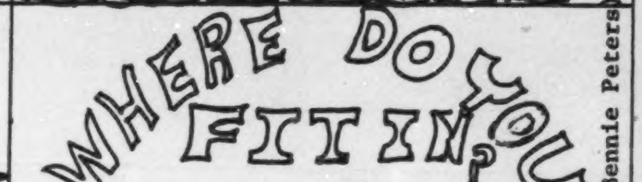
(Alma Ruth King)


Looking for A Career?
Try The Resource Center
DOCTOR
MUSICIAN
BEAUTICIAN
LAWYER
BROADCASTING
Librarian
ACTOR
Sports
TEACHER
Counselor
Policeman
Politics
Draftsman
Accountant

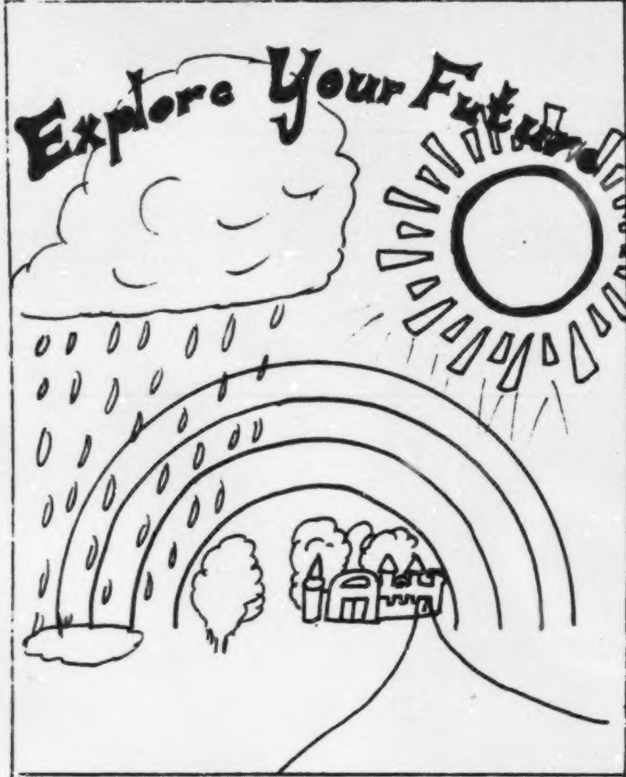
(Bennie Peters)

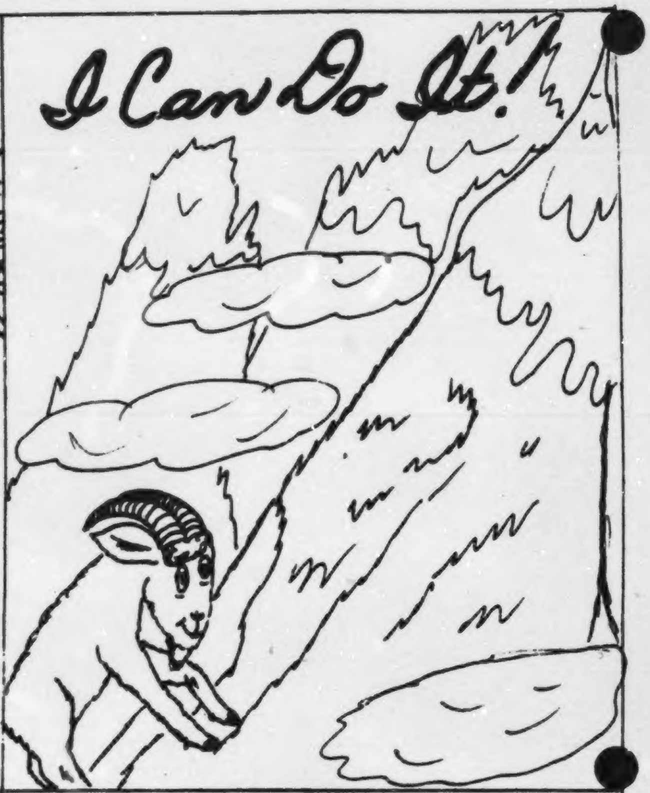

Tools of a Meteorologist
wind vane: tells wind direction
anemometer; measures wind speed
weather balloon: carries instruments into the atmosphere
mercury barometer: tells air pressure
thermometer: tells degree of heat

(Marilyn Miles)

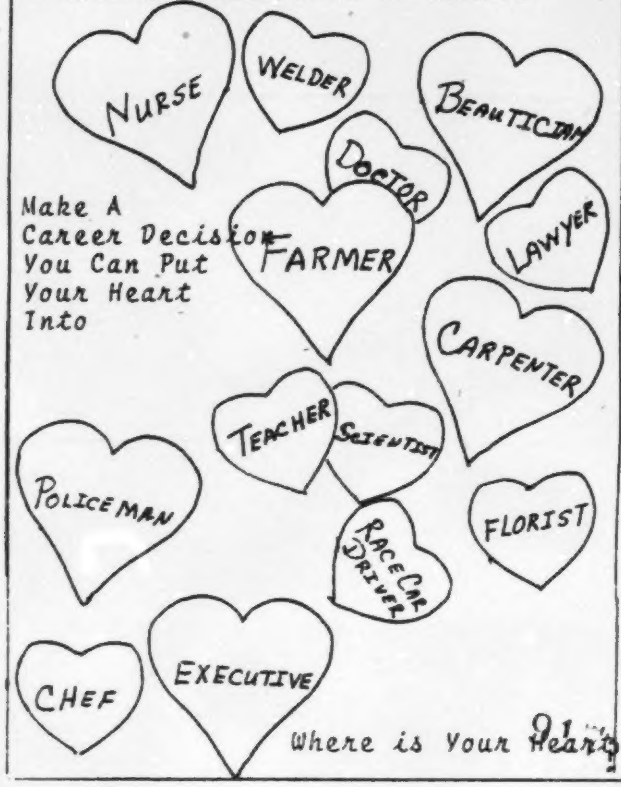

WHERE DO YOU FIT IN?
Day-Care
Doctor
picture
Homemaker
Baby Sitting
Seamstress
Programmer
Pict
Recreation
Mechanic
Teacher
Fashion
picture
Chef
Accountant
picture
Homemaker
Pilot
picture
Ball Player
Lawyer
Parent

(Dorothy Newman)


Explore Your Future

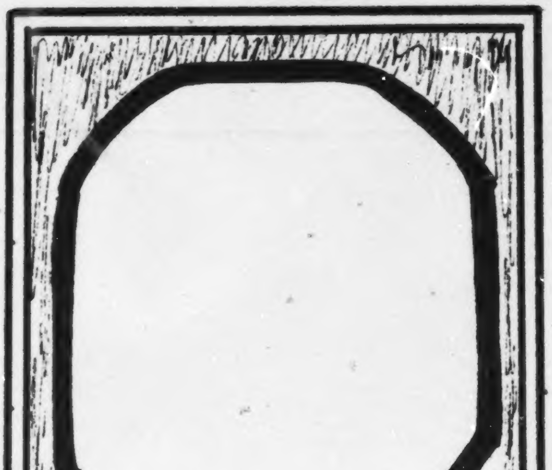


FEBRUARY--THE MONTH OF HEARTS

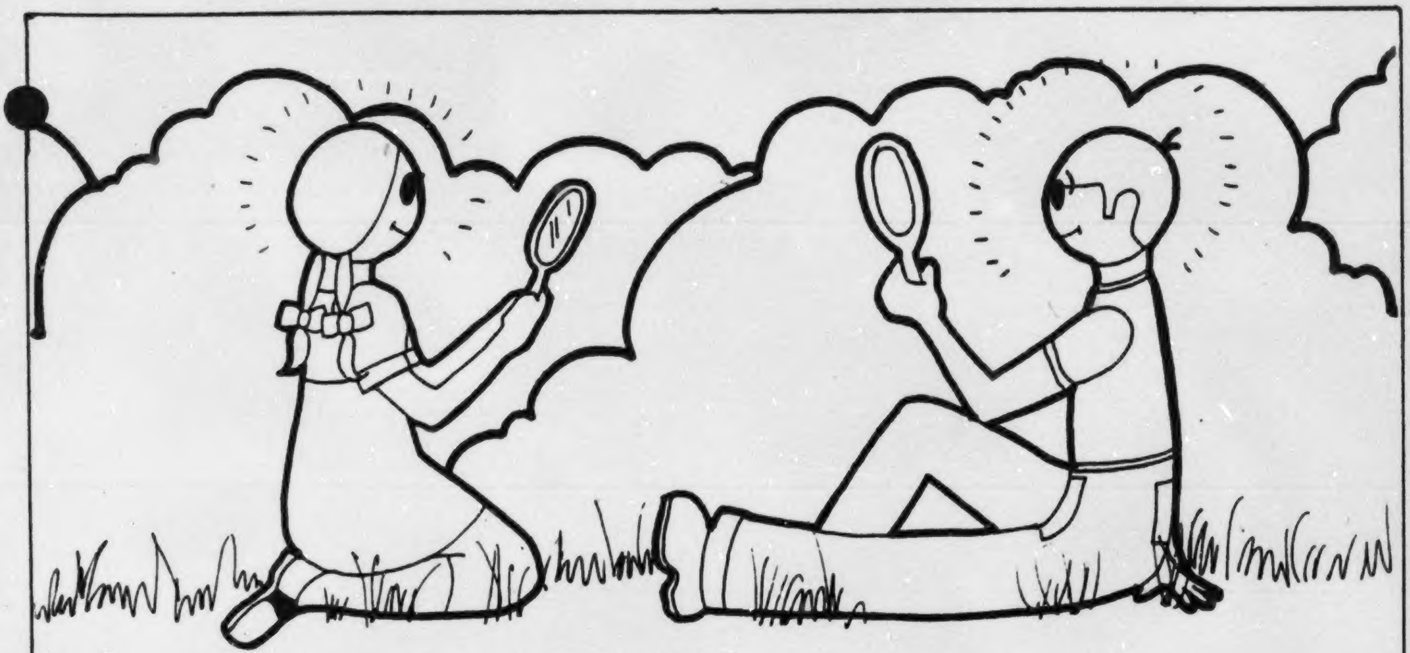

NURSE
WELDER
BEAUTICIAN
DOCTOR
FARMER
LAWYER
CARPENTER
TEACHER
SCIENTIST
POLICEMAN
FLORIST
RACE CAR DRIVER
CHEF
EXECUTIVE

Make A
Career Decision
You Can Put
Your Heart
Into

Where is Your Heart?



MIRROR, MIRROR, ON THE WALL...
DO I KNOW MYSELF AT ALL?



Poem

THERE'S NOBODY LIKE ME ANYWHERE

Nobody sees what I can see
For back of my eyes there is only me.

An nobody knows where my thoughs begin
For there's only myself inside of my skin.

Isn't it strange how everyone owns
Just enough skin to cover his bones?

My father's would be too big to fit
I'd be all wrinkled inside of it.

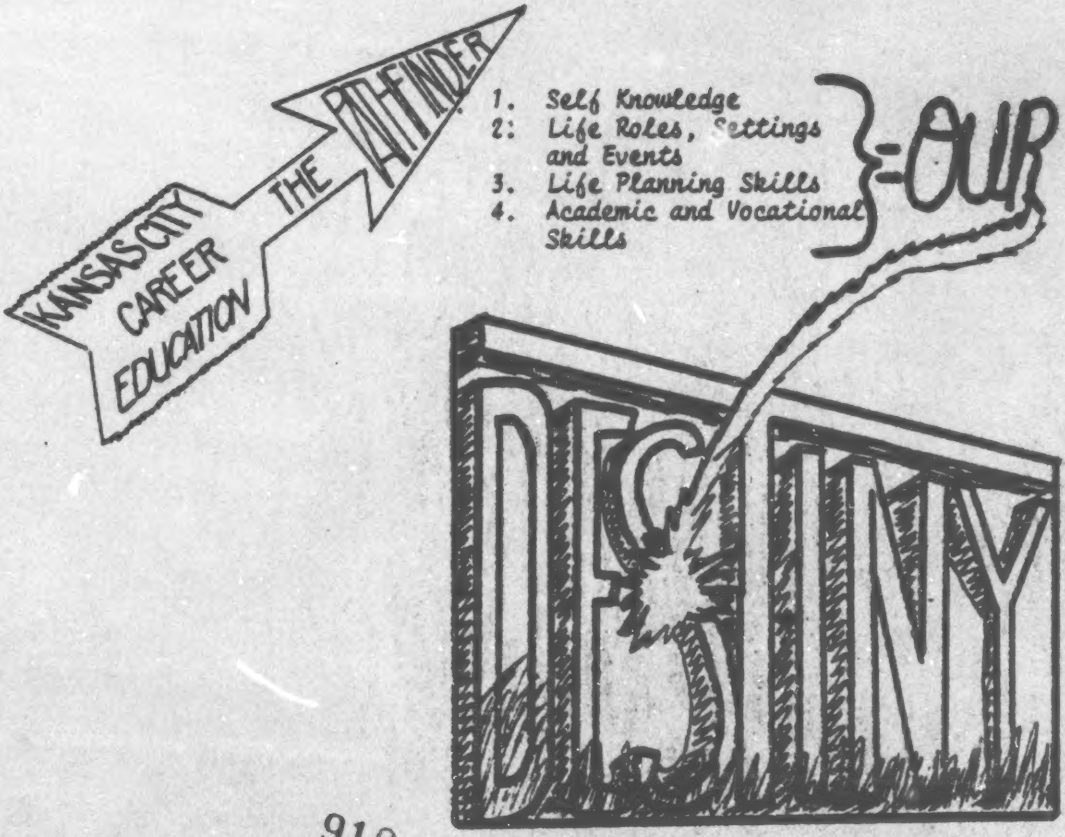
And my baby brother's would be much too small
It just wouldn't cover me up at all.

But I feel just right in the skin I wear
There's nobody like me anywhere.

Frances Cowan

Career Education

APPLICATION BLANKS


KANSAS CITY CAREER EDUCATION
THE PATHFINDER
1. Self Knowledge
2. Life Roles, Settings and Events
3. Life Planning Skills
4. Academic and Vocational Skills
=OUR
DESTINY

APPLICATION
For Classroom Jobs

Class Section ____________________

Position Desired ____________________ Hour ____________

(Please check appropriate response)

Reference # 1	Excellent	Superior	Average	Inferior
Attendance				
Promptness				
Neatness				
Dependability				
Leadership				
Courtesy				

Signed: ____________________

(Please check appropriate response)

Reference #2	Excellent	Superior	Average	Inferior
Attendance				
Promptness				
Neatness				
Dependability				
Leadership				
Courtesy				

Signed: ____________________

(Please check appropriate response)

Reference # 3	Excellent	Superior	Average	Inferior
Attendance				
Promptness				
Neatness				
Dependability				
Leadership				
Courtesy				

Signed: ____________________

APPLICANT'S NAME ____________________

INFORMATION

Ringling Bros and Barnum & Bailey

clown college

Established 1968 by Irvin Feld
President and Producer
The Greatest Show On Earth

CLOWN COLLEGE is the only professional school in the entire world devoted exclusively to training potential circus clowns. It is an intensive, extensive 8-weeks' course in session once a year from mid-September to mid-November. Classes daily, except Sundays, from 8:30 a.m. to 6 p.m. Workshops, Sat. mornings; circus-oriented film program, two evenings weekly.

CLOWN COLLEGE operates in the Winter Quarters Circus Arena of Ringling Bros and Barnum & Bailey Circus, at Venice, Florida, just off U.S. Route 41-South (Tamiami Trail), 17 mi. south of Sarasota, 65 mi. south of Tampa.

CLOWN COLLEGE'S purpose is to give ambitious young people throughout the U.S.A. the rare opportunity of learning the art and craft of circus clowning as a worthwhile career. Every graduate of Clown College is obliged, if offered a contract, to accept employment as a New Clown with Ringling Bros and Barnum & Bailey Combined Shows, Inc.

CLOWN COLLEGE may be attended by any American citizen, 17 years of age or over, male or female, of any formal educational level, of any racial origin or religious belief; single, married, divorced, separated, widowed or widower. Student admission is governed by an Admissions Committee which judges applicants' qualifications from submitted completed Application forms.

CLOWN COLLEGE audition-tryouts are held annually through spring and summer in major population centers of our nation. In any city visited by The Greatest Show On Earth, applicants may be granted special interviews, upon request in writing directed to the Boss Clown of the traveling unit. Address request well in advance of show date, in care of exhibition building (arena, coliseum, civic center, etc.) in which the circus is to appear. Please include phone number for response. If not within reasonable time,go to Performers' Entrance at building and ask for Boss Clown.

CLOWN COLLEGE'S maximum enrollment is a class of 50. Teacher-student ratio is very high, with more than 20 instructors, each a recognized, highly respected, perfectly qualified professional in his or her clowning or circus arts specialty, with years of practical knowledge.

CLOWN COLLEGE'S cost to a student is minimal. No tuition, but students pay transportation roundtrip homebase-Venice, plus medical exam fee ($15); makeup kit (about $10); lodging ($30 per week, per person in 2-person apartment); board (from about $30 home-cooking to double-plus in restaurants); film program ($20) and purchase of fabric for clown costume (varies according to individual selection). Students furnish own rehearsal garb.

CLOWN COLLEGE prospects should have the following qualities: flexibility, a knack for reacting positively to change; a genuine sense of humor, a funnybone that can be found and polished; curiosity; amiability; trustworthiness; steadiness of purpose; tolerance; a canny understanding of human nature; a strong desire to communicate with and to be helpful to others; good health; bountiful energy; self-control; great stamina; an optimistic, positive attitude toward humanity and animality; a kinship with nature.

CLOWN COLLEGE teaches everything needed to transform a green recruit into a working professional circus clown. Major subject is Circus Clowning, from basic mechanics to finished performance, including slaps, falls and use of explosive surprise. Supportive subjects include: Clownface Makeup; Comedic Movement; Mime and Pantomime; Arena Action; Presentation; Acrobatics(Including trampoline bounding and aerial vaulting); Juggling (balls, rings, clubs, objects); Equilibrium (unicycling, rolling cylinder and globe, stiltwalking, plate and lariat spinning, wand balancing); Clown Magic. There is a daily body-conditioning session, and a course on Trouper Nutrition. Clown Prop Building is taught, as well as Clown Costuming (design, cutting and draping). A series of 35 lectures covers The Roots of Clowning and it Historic Development. Talks are given on: History of the Big Tops; Modern Arena Circusing; Circus Jargon; Circus Logistics; Hazards of Circus Wild Animals; Circus Bands and Music; Circus Publicity, Promotion and Public Relations; Thrill Acts; the Circus in Art and Literature; the Performer's Lifestyle. Clown College has a modest collection of reference books and a lending library of circus and show business books.

??? { If we haven't answered all your questions
about CLOWN COLLEGE please drop a line to
Ringling Bros and Barnum & Bailey
CLOWN COLLEGE, p.o. box 1528, Venice,Fla. } ???
zip: 33595 .... Phone:813-488-2226

PLEASE COMPLETE THE REST OF THIS APPLICATION IN YOUR OWN HANDWRITING

RATE YOUR BOILING POINT ON A SCALE OF ONE (LOW) TO TEN (HIGH) ☐

WHAT DO THE FOLLOWING APHORISMS MEAN TO YOU?

"IT'S NOT WHAT YOU KNOW THAT COUNTS, BUT WHO"

"FAMILIARITY BREEDS CONTEMPT"

GIVE TWO OTHER SAYINGS THAT YOU FIND USEFUL AS LIFESTYLE GUIDELINES.

CHECK BOX IF YOU HAVE EVER TRIED
AMPHETAMINES ☐ BARBITURATES ☐ COCAINE ☐ HEROIN ☐ LSD ☐ MARIJUANA ☐ "SPEED" (METHAMPHETAMINE) ☐
CIRCLE THOSE OF THE ABOVE CHEMICALS OR PLANT PRODUCTS WHOSE USE YOU REGARD AS INJURIOUS TO HUMAN HEALTH

IF YOU NOW USE REGULARLY ANY OF THE ABOVE DRUGS, INDICATE WHICH IN THE BOXES BELOW
AMPHETAMINES ☐ BARBITURATES ☐ COCAINE ☐ HEROIN ☐ LSD ☐ MARIJUANA ☐ "SPEED" (METHAMPHETAMINE) ☐

DO YOU TAKE ANY OTHER DRUGS? (PLEASE SPECIFY) ______

STATE YOUR ATTITUDE TOWARDS THE CASUAL OR HABITUAL USE OF THE ABOVE MENTIONED DRUGS

HAVE YOU EVER PUT ON CLOWN MAKEUP? ______ WHEN? ______

FOR WHAT PURPOSE? ______

LIST CLOWN WARDROBE OR PROPS THAT YOU OWN ______

CIRCLE CIRCUS SKILLS IN WHICH YOU ARE ADEPT
ACROBATICS BATON-TWIRLING JUGGLING PANTOMIME
STILT-WALKING UNICYCLE RIDING WIRE-WALKING
OTHER (SPECIFY) ______

IF YOU HAVE PERFORMED BEFORE AN AUDIENCE, GIVE PARTICULARS ON A SEPARATE SHEET AND ATTACH TO APPLICATION.

HAVE YOU EVER BEEN ARRESTED? ON WHAT CHARGE?

STATE YOUR ATTITUDE TOWARD ALCOHOLIC DRINKS

NAME ANY ACQUAINTANCES NOW EMPLOYED BY RINGLING BROS. AND BARNUM & BAILEY CIRCUS AND/OR ITS AFFILIATES

DO YOU ENTER A CROWDED ROOM?
EAGERLY ☐ CONFIDENTLY ☐ APPREHENSIVELY ☐
WITH HOSTILITY ☐ WITH INDIFFERENCE ☐

HOW DO YOU FACE A NEW DAY?

ON A SCALE OF ONE (poorly) TO TEN (admirably)
RATE YOURSELF ON HOW YOU ADAPT TO
STRANGERS ☐ UNUSUAL ENVIRONMENTS ☐

NAME 5 OUTSTANDING CIRCUS CLOWNS PAST OR PRESENT

NAME 3 FAMOUS CIRCUS ACTS

I seriously consider becoming a professional circus clown and hereby apply for admission to Ringling Bros. and Barnum & Bailey *Clown College*

I have answered honestly and accurately, all questions and other requirements of this application.

Should I be accepted as a student of Ringling Bros. and Barnum & Bailey Clown College and if, upon satisfactory completion of its clown training course, I am offered a contract to join the Clown Alley of The Greatest Show On Earth, I hereby agree to accept the offer of such employment under the terms agreed upon between Ringling Bros. and Barnum & Bailey Combined Shows, Inc., and its performers' labor union, the American Guild of Variety Artists, and I will honorably abide by that agreement's stipulated conditions.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS WHICH I HAVE MADE IN THIS APPLICATION

Date ______

Witness ______ Signature ______

Mail to Clown College P.O. Box 1528, Venice, Florida 33595 . . . FOR ARRIVAL NO LATER THAN JULY 31st.

APPLICATION © 1973 BY RBB&B CIRCUS
REVISION © 1976 BY RBB&B CIRCUS

APPLICATION FOR ADMISSION TO

Ringling Bros.and Barnum & Bailey
CLOWN COLLEGE

Established 1968 by Irvin Feld, President and Producer of The Greatest Show On Earth®

Mail to Clown College P.O. Box 1528, Venice, Florida 33595 . . . FOR ARRIVAL NO LATER THAN JULY 31st.

TO QUALIFY, AN APPLICANT MUST BE A CITIZEN OF THE U.S.A. AND 17 YEARS OF AGE OR OVER. ALL PERSONAL INFORMATION GIVEN IN THIS FORM IS REGARDED AS STRICTLY CONFIDENTIAL.

● PRESENT OR FORMER EMPLOYEES OF RINGLING BROS. AND BARNUM & BAILEY CIRCUS OR ITS AFFILIATES ARE NOT ELIGIBLE FOR ADMISSION TO CLOWN COLLEGE.

* USE BLACK INK OR TYPEWRITE BLACK

PRINT LARGE AND LEGIBLE
FAMILY NAME ______ FIRST INITIAL ______

______ NICKNAME ______ AGE ______ SEX ______
FIRST NAME MIDDLE LAST

PERMANENT ADDRESS ______
STREET CITY STATE ZIP

BIRTHPLACE ______ BIRTHDATE ______ HEIGHT ______ WEIGHT ______ HAIR COLOR ______ COLOR OF EYES ______

SINGLE ☐ MARRIED ☐ MARRIAGE DATE ______ NUMBER OF CHILDREN AND AGES ______

WIDOWED ☐ SEPARATED ☐ DIVORCED ☐ OTHER DEPENDENTS ______

HOW MANY SISTERS? ______ BROTHERS? ______

______ BIRTHPLACE ______ OCCUPATION ______
FATHER'S NAME NICKNAME

______ BIRTHPLACE ______ OCCUPATION ______
MOTHER'S NAME NICKNAME

THIS SPACE IS FOR PHOTOS

DO NOT MOUNT THE PHOTOS IN THIS SPACE. WE WILL DO THAT. PLEASE ATTACH PHOTOS TO APPLICATION BY PAPER CLIP.

CLOWN COLLEGE REQUIRES

THREE (3) FULL FACE PHOTOS. MINIMUM SIZE: 2½ INCHES. FROM TOP OF HEAD TO CHIN — SMILING AND WELL-LIGHTED.

TWO (2) FULL-FIGURE PHOTOS. MINIMUM SIZE: 3½ INCHES. FROM TOP OF HEAD TO TOES (PREFERABLY IN SWIM WEAR).

ALL PHOTOS PREFERABLY IN COLOR. BUT NOT IN CLOWN MAKE-UP.

PHOTOGRAPHS CANNOT BE RETURNED.

	NAME AND LOCATION	YEARS	GRADUATED	SUBJECTS
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE OR UNIVERSITY				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

HOME PHONE ______

BUSINESS PHONE ______
Please include area code numbers

SOCIAL SECURITY NO

FOREIGN LANGUAGES SPEAK ☐ READ ☐ WRITE ☐

MILITARY SERVICE
RANK ______ ARMY ☐ NAVY ☐ AIR FORCE ☐ MARINES ☐ WHAT TYPE DISCHARGE ______ PRESENT STATUS IN DRAFT, NATIONAL GUARDS OR RESERVES ______
GIVE REASON IF NO MILITARY SERVICE

SUBJECTS OF SPECIAL STUDY OR RESEARCH

922

[redacted]

EMPLOYMENT RECORD

FROM	TO	NAME/ADDRESS OF YOUR LAST THREE EMPLOYERS, LISTING LAST ONE FIRST	WAGES	POSITION	REASON FOR LEAVING

REFERENCES: THREE PERSONS NOT RELATED TO YOU AND KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS TRADE OR PROFESSION	Years Known
1			
2			
3			

WHAT WAS YOUR VERY FIRST CHILDHOOD JOB FOR MONEY?

WHAT KIND OF WORK DO YOU ENJOY MOST?

DESCRIBE YOUR FIRST PROUD ACCOMPLISHMENT

YOUR MOST RECENT

GIVE PERTINENT DETAILS OF ANY SERIOUS INJURIES, ILLNESSES AND/OR ALLERGIES

ANY DEFICIENCIES? VISION ☐ HEARING ☐ SPEECH ☐ OTHER

IF YOU COULD BE SOMEONE ELSE, WHO WOULD YOU BE AND WHY?

WHICH OF YOUR PERSONAL CHARACTER TRAITS WOULD YOU MOST LIKE TO CHANGE?

ARE YOU HAPPIER WHEN ALONE? ☐
OR WITH OTHERS? ☐ WHY?

HOW DO YOU OCCUPY YOUR SOLITARY HOURS?

WHAT IS YOUR WORST HANGUP?

WHEN WAS THE LAST TIME YOU CRIED?

FOR WHAT REASON?

DO YOU SUFFER FROM CLAUSTROPHOBIA? DESCRIBE YOUR WORST PHOBIA OR FEAR

DESCRIBE BRIEFLY MEMORABLE TURNING POINTS IN YOUR LIFE

DESCRIBE BRIEFLY A SERIOUS ADVERSE PERSONAL SITUATION AND HOW YOU HANDLED IT.

WHAT IS THE MOST IMPORTANT LESSON YOU'VE LEARNED TO DATE?

WHAT HAS GIVEN YOU PLEASURE DURING THE PAST YEAR?

THE MOST DISPLEASURE?

	YES	NO
DO YOU RESENT DISCIPLINED SITUATIONS?	☐	☐
DO YOU COMPETE BETTER WITH OTHERS THAN WITH YOURSELF?	☐	☐
DO YOU OBJECT TO BEING DIRECTED?	☐	☐
DO YOU HONOR OBLIGATIONS?	☐	☐
ARE YOU HANDY WITH TOOLS? WHAT KINDS?	☐	☐
DO YOU GET ALONG WELL WITH ANIMALS?	☐	☐
WITH CHILDREN?	☐	☐

WHAT DO YOU ENJOY ABOUT THEM?

DISLIKE ABOUT THEM?

BRIEFLY DESCRIBE YOUR LIFE STYLE

GIVE YOUR NOTION OF THE MEANING AND PURPOSE OF A CLOWN:

WHY DO YOU THINK YOU'D MAKE A FUNNY CLOWN?

WHY DO YOU THINK YOU'D FIT INTO THE CIRCUS LIFE STYLE?

WHO OR WHAT INTERESTED YOU IN THE CIRCUS?

WHEN DO YOU FIRST THINK OF BECOMING A CIRCUS CLOWN?

WHAT PHYSICAL AND EMOTIONAL QUALITIES DO YOU BELIEVE ARE NECESSARY TO MAKE A FIRST-CLASS CIRCUS CLOWN?

LIST MUSICAL INSTRUMENTS WHICH YOU PLAY

WHAT TYPE MUSIC DO YOU LIKE BEST?

NAME YOUR THREE FAVORITE MUSICAL GROUPS

DO YOU ENJOY DANCING? NAME YOUR HOBBIES

YOUR OTHER RECREATIONAL ACTIVITIES

IN WHICH SPORTS OR GAMES DO YOU ACTIVELY PARTICIPATE?

IN WHICH SPORTS OR GAMES ARE YOU A SPECTATOR?

NAME YOUR FAVORITE FOODS

DO YOU ENJOY POETRY? NAME TWO FAVORITE POETS

NAME THREE MOVIES YOU'VE SEEN RECENTLY

LIST FIVE OF YOUR ALL-TIME FAVORITE BOOKS

LIST FIVE MOVIES YOU'D LIKE TO SEE AGAIN

NAME YOUR FAVORITE STAGE, MOVIE AND TV COMICS

NAME THE BEST STAGE PLAY YOU'VE EVER SEEN

WHAT DO YOU LIKE BEST ABOUT TRAVELING?

LEAST?

WHAT PART OF THE WORLD WOULD YOU MOST LIKE TO VISIT?

WHY?

LEAST LIKE TO VISIT? WHY?

WHICH FOREIGNERS INTRIGUE YOU THE MOST?

WHY?

WHICH FOREIGNERS DO YOU DISLIKE?

WHERE HAVE YOU TRAVELED?

LINCOLN UNIVERSITY
Application for Admission

PERSONAL DATA

Type or Print

Name ______
Permanent Address ______ City/State ______
Present Address ______ City/State ______
Telephone Number ______
Date of birth ______ Place of birth ______
Sex ______ Marital Status ______ Nationality ______
Spouse's Name ______
Address ______ City/State ______

If veteran, list dates of active service ______
Type of discharge ______ Soc. Sec. No. ______
Have you ever been convicted of a felony? ______
If yes, explain ______

FAMILY DATA

Father's name ______
Mailing Address ______
Did your father graduate from college? ______
If so, from where? ______
Father's Occupation ______
Business Address ______
Mother's name ______
Her mailing address ______
Mother's Occupation ______
Business address ______
Did your mother graduate from college? ______
If so from where? ______
Gross family income: $0-$2,999 ______ $3,000-$5,999 ______
$6,000-$7,499 ______ $7,500-$8,999 ______ $9,000-$11,999 ______
Over $12,000 ______

I hereby certify that to the best of my knowledge the information furnished on this application is true and complete without evasion or misrepresentation. I understand that if it is found to be otherwise, it is sufficient cause for rejection or dismissal with forfeiture of all my fees and/or deposits.

Date of Application ______ Applicant's Signature ______

EDUCATIONAL PREPARATION

High School Attended
Name ______ When ______ City/State ______
Address ______
Colleges Attended
Name ______ When ______ City/State ______
Address ______
Name ______ When ______ City/State ______
Address ______
Have you requested your official transcript be mailed to Lincoln University? ______
Are any correspondence or extension courses listed on your transcript? ______

(Failure to list all institutions previously attended may result in loss of credit and/or dismissal.)

Have you had a medical form sent to Lincoln? ______

Have you ever been suspended or dismissed from a college or university? ______ if yes, for what reason ______
______ When? ______
From what college ______ Where ______

ENROLLMENT PLANS

Date you plan to enroll ______
Proposed major area ______
Do you plan to qualify for a teaching certificate? ______

HOUSING

Eight dormitories, 4 for men and 4 for women, will house more than 1,000 persons. Married students and those wishing to live off-campus may receive information on local housing by writing the Housing Office, Student Personnel, Room 204, Young Hall, Lincoln University, 65101.

EACH APPLICATION MUST BE ACCOMPANIED BY A $10.00 PROCESSING FEE

TEMPORARY SENIOR HIGH SCHOOL STUDENT PRE-APPLICATION

ACT scores required for admission to Lincoln University Date________________

This form is to be completed by the high school PRINCIPAL or GUIDANCE COUNSELOR before the student graduates from high school. Before consideration may be given the student's application for admission, this certificate or a facsimilie must be filled out completely; any omission may result in a delay of the student's acceptance.

This will certify that ________________________________ ranks ________________
Name of Student Social Security No. No.

in a class of ______________ seniors at the end of the ____________ semester at ________________
Name of High School

located in ____
City State Zip Code

List all available test scores:

ACT Scores: ______ English ________ Math ______ Soc. Science ______ Nat. Science _____ Composite ___

SAT: ________ V. ________ Q. ______ NOTE: TEST SCORES REQUIRED *Fold on Dotted Lines - Staple*

Return address

____

____

____
Zip Code

Place
Stamp
Here

Office of Admissions and Records
Lincoln University
820 Chestnut
Jefferson City, Mo. 65101

Second Fold

926

I PERSONAL DATA

Name ______________________________

Address ______________________________

____

Phone Number / Area Code ______________________________

Date of Birth __________ Soc. Security #______________

(Picture Optional)

Position Applied For ______________________ Elementary __________ Secondary __________ Grade level Preference _____

II. EDUCATIONAL AND PROFESSIONAL PREPARATION

Institutions Attended	Dates	Major- No. Hrs. Minor - No. Hrs.	Degree

Total College Hours ________ Total Graduate Hours ________ Total Hours in Education ________

Do you have a Missouri Teaching Certificate? __________ Elementary ________ Secondary ________ Permanent __________ Temporary __________ Area or Field ______

Please list Professional Memberships, Special Honors, Awards, Recognitions, Etc.

____

____

III. TEACHING OR WORK EXPERIENCE

School or Employer	Dates	Position, Grade, Subject or Assignment

927

Total Years in Teaching ________

Please list references, preferably principals, supervisors, superintendents, or teachers under whom you have worked or studied who have first hand knowledge of your character, personality, scholarship, and ability as a teacher.

Name	Address - Phone Number	Position

IV GENERAL INFORMATION

Please list Hobbies, Special Interest, Youth, Community, or Church Activities, Etc.

Are your Credentials on File? ____ If so, Where?

Can an Interview be arranged?

Applicants Statement, Remarks or Comments:

Signature of Applicant

RETURN APPLICATION TO: .
Superintendent

TRANS WORLD AIRLINES, INC.

FLIGHT ATTENDANT PRELIMINARY APPLICATION

EQUAL OPPORTUNITY EMPLOYER

☐

Before completing this form, please refer to the following qualifications. IF YOU DO NOT MEET ALL OF THEM, please do not return this application, as you cannot be considered for the position

AGE: at least 20 years old. HEIGHT: 5' 2" to 6' 2". WEIGHT: proportionate to height, per Company standards. VISION: maximum 20/200 uncorrected, correctable to 20/30 or better. HEALTH: must be excellent, with excellent hearing. EDUCATION: High School Diploma or equivalent required. CITIZENSHIP: must be a U. S. Citizen or possess a U.S. Permanent Resident Visa and be able to obtain a valid passport. RELOCATION: must be willing to relocate.

If you meet these requirements, please complete this form in detail and return to: TWA In-flight Personnel Selection, P.O. Box 408, Shawnee Mission, Kansas 66201. No information of which solicitation is prohibited by law need be supplied.

PLEASE TYPE OR PRINT

PERSONAL

Name ______ (Last) ______ (First) ______ (Middle) ______ Birthdate ___/___/___

Address ______ City ______

State ______ Zip Code ______ Area Code and Phone ______

If you live in a small town or suburb, list nearest major city: ______

Citizen of U.S.? ☐ YES ☐ NO If no, do you possess a Permanent Resident Visa? ☐ YES ☐ NO

Are you able to obtain a valid U.S. passport? ☐ YES ☐ NO

Height ______ Weight ______ Are you willing to relocate? ☐ YES ☐ NO

Have you ever been convicted of violating any law other than a traffic violation? ______ *(If so, give details)*

Do you have any illnesses or physical limitations? *(If so, give details)* ______

Have you ever been interviewed by TWA? ______ Date ______ Position ______ Outcome

Have you ever been employed by TWA? ______ Date ______ Position ______ Location

Have you ever been in F/A training with TWA before? *(If so, give dates)* ______

Have you interviewed with or been employed by another airline? *(If so, give details.)* ______

NAME ______ Last ______ First ______ Middle

EMPLOYMENT RECORD

(Please include part-time and summer jobs.)

DATES OF EMPLOYMENT		NAME, ADDRESS & TEL. NO. OF EMPLOYER (LIST CURRENT OR LAST EMPLOYER FIRST)	POSITION AND JOB RESPONSIBILITIES	REASON FOR LEAVING
FROM	TO			

Are you willing to work irregular hours? ______ Weekends and holidays? ______

EDUCATION

	NAME AND LOCATION	MAJOR FIELD OF STUDY	DEGREE	DATES ATTENDED	
				FROM	TO
LAST HIGH SCHOOL					
COLLEGES					
ADVANCED TRAINING / OTHER SCHOOLING / SPECIAL COURSES					

List any honors, awards, activities and equivalency diplomas:

Do you speak any foreign languages? How fluently?

How many days of school or work have you missed in the last three years, other than vacation?

Do you presently have any outstanding military commitment?
(If so, give details)

What do you think are the primary duties of a Flight Attendant?

What do you think would be most appealing about the job?

What do you think would be least appealing?

What qualities do you possess that make you an excellent candidate for this job?

What prompted you to apply for this position with TWA?

Would you be willing to conform to TWA uniform and appearance regulations?

I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE THE FOREGOING STATEMENTS ARE TRUE AND CORRECT. I understand 1) that interviews are at my own expense unless otherwise arranged by the Flight Attendant Personnel Selection Department; 2) that I will receive notification of the interview results within two weeks; 3) that TWA reserves the right not to inform an applicant of the reasons for not being selected for training; 4) that if I am not accepted, I will not be eligible to reapply until six months have elapsed.

Date Signed

FOR TWA USE ONLY

930

Date Location Interviewer